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ABSTRACT

Results of the Wisconsin Pupil Assessment Program's 1984 test administrations are summarized. A sample of 16,000 public school students were tested. Tests included objective-referenced tests in writing and understanding of economics, and the norm-referenced Comprehensive Tests of Basic Skills (CTBS) test of reading, mathematics, and language. Conclusions in the overview of test results are provided for writing, economics, and basic skills. The CTBS was administered in grades 4, 8, and 11. In all grades, scores exceeded the national average of the fiftieth percentile. The test of economic understanding was administered to twelfth graders, who averaged 58 percent. About one-half of the respondents had taken or were enrolled in an economics course. Males scored about five percentage points higher than females. The written exercises were administered in grades 5, 8, and 11. On a narrative assignment, 50 percent of fifth graders, 73 percent of eighth graders, and 79 percent of eleventh graders performed acceptably. Overall, females scored higher than males and were also more likely to report that they enjoyed writing. Enjoyment of writing was reported by 70, 52, and 45 percent in grades 5, 8, and 11, respectively. Prewriting and revision were associated with higher writing scores. (GDC)

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# 1984 WISCONSIN PUPIL ASSESSMENT PROGRAM REPORT

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# 1984 WISCONSIN PUPIL ASSESSMENT PROGRAM REPORT

February, 1985

The Wisconsin Department of Public Instruction acknowledges and thanks all those individuals who generously gave of their time and talents to serve on the writing and economic understanding test development committees. Acknowledgment also is given to Robert Kellner (1940-1983) of the Department of Public Instruction who helped to design the writing assessment and to Eileen Kohls for her typing and graphics creation.

Bulletin No. 5252

CONTENTS


INTRODUCTION ..... 1

OVERVIEW OF 1984 ASSESSMENT RESULTS ..... 4

ECONOMIC UNDERSTANDING
- Background ..... 7
- Objective Summary Statements ..... 7
- Results of the Objective-Referenced Test of Economic Understanding ..... 8
- Results of the Test of Economic Understanding Student Questionnaire ..... 9
- Performance of Boys and Girls on the Test of Economic Understanding ..... 13
- Comparison of Responses of Boys and Girls on Selected Student Questionnaire Items ..... 13
- Sample Items from the Test of Economic Understanding ..... 16
- Recommendations for Improving the Teaching of Economic Understanding ..... 21

WRITING
- Background ..... 22
- Writing Assessment Test Development ..... 22
- Hand Scoring Methods Used ..... 24
- Results of the Objective-Referenced Writing Tests ..... 25
- Correlation Coefficients by Writing Exercise and Scoring Method ..... 42
- Results of the Writing Test Student Questionnaire ..... 43
- Comparison of Boys and Girls on Selected Student Questionnaire Items ..... 70
- A Study of Revision in the 1984 Wisconsin Writing Assessment ..... 77
- The Revision Study Design ..... 77
- Findings of the Revision Study ..... 79
- Relationship Between Student Responses to the Questionnaire and the Revision Study ..... 80
- Summary of Writing Curricular and Instructional Recommendations ..... 81

COMPREHENSIVE TESTS OF BASIC SKILLS
- Background ..... 83
- 1984 CTBS Results ..... 84
- Comparison of 1976-1984 CTBS Results ..... 90
- Interpreting Percentile Scores ..... 90

APPENDICES
- Writing Exercises ..... 96
- Primary Trait Scoring Guides ..... 101
- Examples of "1" and "8" Holistic Anchor Points ..... 109

## INTRODUCTION

In March of 1984, the Wisconsin Pupil Assessment Program of the Department of Public Instruction administered statewide assessment tests to approximately 16,000 randomly selected public school students. Results of the ninth year of testing are presented in this report.

Results of the statewide assessment provide a basic profile of how well Wisconsin public school students perform on tests designed to measure a number of important skills. However, it is important to recognize that scores from a single assessment test should not be used to judge the total educational program.

### Purposes of Statewide Assessment

The Wisconsin Pupil Assessment Program was established in 1971 by the state legislature. The purposes of the program are to provide:

- measures of student performance in selected academic areas;
- comparisons of student performance to a national average in mathematics, reading, and language;
- descriptions of changes in student performance over time; and
- technical assistance in the area of testing and evaluation.

### Sampling Students

A systematic statewide assessment procedure is used to obtain valid and reliable information about educational achievement in Wisconsin public schools. Rather than testing all Wisconsin public school students, representative samples are drawn at selected grade levels. In 1984, students were tested at grades 4, 5, 8, 11, and 12.

The selection of the statewide sample of students is a two-step process. First, representative public schools are chosen according to their geographic location, district size, and grade enrollment. Then, a randomly selected sample of students within each of these schools is tested.

Test scores shown in this report have been obtained by sampling students. Therefore, the scores are estimates. In practical terms, this means that if all students in the state had been tested, the resulting scores might have been slightly different.

As an example, if all students had been given the Comprehensive Tests of Basic Skills, the percentile scores obtained might vary by plus or minus two or three percentile points. Likewise, scores on the objective-referenced tests might vary by as many as one or two percentage points.

### Tests Administered in 1984

Objective-referenced tests in writing and economic understanding developed by Wisconsin educators were administered to measure student performance in specific skill areas. Norm-referenced, commercially-developed tests in reading, language, and mathematics also were administered to compare student performance to a national average.

## Objective-Referenced Tests

Objective-referenced tests used by the Pupil Assessment Program undergo a systematic and rigorous developmental process. Committees consisting of teachers, parents, employers, and others assume a central role in identifying the objectives to be measured at various grade levels. Most test questions and exercises measuring selected objectives have been written by Wisconsin educators. The number of students taking each of the objective-referenced tests in the 1984 assessment is shown in the following table:

| Grade Level | Test Form | Number of Students Sampled |
|---|---|---|
| 5 | Writing | 1,250 |
| 8 | Writing | 1,185 |
| 11 | Writing | 1,106 |
| 12 | Economic Understanding | 1,653 |
| | Total | 5,194 |

## Norm-Referenced Tests

Norm-referenced tests, the Comprehensive Tests of Basic Skills (CTBS), were given to about 10,000 students in 1984 to determine how Wisconsin students compare nationally in mathematics, reading, and language. These tests, produced by CTB/McGraw-Hill, are designed to compare individuals or groups with a national average. The number of students taking the CTBS is shown in the following table:

| Grade Level | Test Form | Number of Students Sampled |
|---|---|---|
| 4 | CTBS - Mathematics | 1,775 |
| 4 | CTBS - Reading and Language | 1,669 |
| 8 | CTBS - Mathematics | 1,662 |
| 8 | CTBS - Reading and Language | 1,544 |
| 11 | CTBS - Mathematics | 1,712 |
| 11 | CTBS - Reading and Language | 1,651 |
| | Total | 10,013 |

## The Local Option Testing Service

Each of the objective-referenced tests developed by the Wisconsin Pupil Assessment Program for purposes of statewide assessment is made available through the Local Option Testing Service for use by Wisconsin public and private schools in their local testing programs. The Local Option Testing Service also includes scoring and technical assistance. In 1984, about 22,000 students from 70 public school districts and private schools were tested under this service.

The table below lists all Local Option tests and the number of objectives, number of test items, and estimated completion time for each test.

| Grade Level | Test Form | No. of Objectives | No. of Items | Estimated Completion Time (in minutes) |
|---|---|---|---|---|
| 4 | Reading | | | |
| | Part 1: Educational Reading | 5 | 36 | 45-50 |
| | Part 2: Everyday Reading | 9 | 36 | 45-50 |
| 4 | Arithmetic: Computation/Applications | 11 | 70 | 50-60 |
| 4 | Geometry and Number Sentences | 13 | 53 | 45-50 |
| 5 | Writing | | | |
| | Exercise #1: Narrative Essay | 1 | 1 | 30-45 |
| | Exercise #2: Expository Essay | 1 | 1 | 30-45 |
| 8 | Reading | | | |
| | Part 1: Educational Reading | 8 | 37 | 45-50 |
| | Part 2: Everyday Reading | 12 | 48 | 45-50 |
| 8 | Arithmetic: Computation/Applications | 17 | 91 | 50-60 |
| 8 | Mathematics Problem-Solving | 9 | 73 | 70-100 |
| 8 | Geometry | 15 | 60 | 45-50 |
| 8 | Writing | | | |
| | Exercise #1: Narrative Essay | 1 | 1 | 30-45 |
| | Exercise #2: Expository Essay | 1 | 1 | 30-45 |
| 8 | Science | | | |
| | Part 1: The Nature of Science | 5 | 40 | 45-50 |
| | Part 2: Science and Society | 6 | 36 | 45-50 |
| 11 | Writing | | | |
| | Exercise #1: Narrative Essay | 1 | 1 | 30-45 |
| | Exercise #2: Persuasive Essay | 1 | 1 | 45-50 |
| | Exercise #3: Job Application Letter | 1 | 1 | 30-45 |
| 11 | Science | | | |
| | Part 1: The Nature of Science | 5 | 40 | 45-50 |
| | Part 2: Science and Society | 6 | 36 | 45-50 |
| 12 | Reading | | | |
| | Part 1: Educational Reading | 9 | 54 | 45-50 |
| | Part 2: Everyday Reading | 9 | 36 | 45-50 |
| 12 | Arithmetic: Computation/Applications | 17 | 91 | 50-60 |
| 12 | Geometry | 15 | 60 | 45-50 |
| 12 | Economic Understanding | 12 | 62 | 45-50 |
| 12 | U. S. Government | 7 | 71 | 50-60 |
| 12 | Geography | | | |
| | Part 1: Geography Skills/Cultural Geography | 7 | 61 | 45-50 |
| | Part 2: Physical Geography/Location Recall | 11 | 90 | 45-50 |

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## OVERVIEW OF 1984 ASSESSMENT RESULTS

### Economic Understanding

1. Overall, twelfth grade students averaged 58 percent correct on the Economics test. This level of performance exceeded the expectations of those who developed the test.

2. Student performance was lowest on test objectives dealing with money and banking, the concept of the business cycle, and the ways the government modifies the economy. Students averaged approximately 47 percent correct on test items measuring these objectives.

3. Student preformance was highest on test objectives measuring understanding of the concepts of supply and demand, the role of fiscal and monetary policies, and the characteristics of command and market economies. Students averaged approximately 65 percent correct on items measuring these objectives.

4. Approximately one-half of the students had taken an economics course, or were enrolled in economics at the time of testing. These students averaged six percentage points higher than students who had no formal coursework in economics.

5. Overall, boys scored about five percentage points higher than girls. Analysis of student responses to questions at the beginning of the test suggests that the lower performance of girls may be a result of girls having less confidence in economics. The lower performance level also may reflect the fact that girls were less likely to take a course in economics during high school.

6. Nearly one-third of the students tested indicated economics was one of their "least favorite" subjects. Only slightly more than five percent reported economics was "one of my favorite" subjects. There is a positive relationship between students' feelings about the study of economics and their scores on the economics test.

### Writing

1. On the Fire Narrative, 50 percent of fifth grade papers, 73 percent of eighth grade papers and 79 percent of eleventh grade papers received primary trait scores of "3" or "4" on a four-point scale. This means that most students were able to "tell a story" based on a given photograph.

2. On the Moon Report, approximately 27 percent of fifth graders and 46 percent of eighth graders received primary trait scores of "3". These students were able to logically relate and organize facts, but were unable to write a paper with a central theme. Most students received scores of "1" or "2", meaning they tended to list facts, but wrote papers which lacked organization.

3. On the eleventh grade Persuasive Essay, 61 percent of the students received a primary trait score of "3". These students suggested a

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change in the school and developed adequate reasoning. Approximately 12 percent received a "4", meaning that they used a systematically developed line of reasoning.

4. In general, student holistic scores on all writing exercises averaged "5" on an eight-point scale. Keep in mind, however, that holistic scores are not comparable across grades. That is, a "5" paper at grade five is not the same as a "5" at grade eleven.

5. Overall, girls scored higher than boys on the writing assessment. Girls also were more likely to report that they enjoy writing and feel that writing is important.

6. Students who reported they "enjoy writing" drops from 70 percent at grade five to 52 percent at grade eight to 45 percent at grade eleven. Nationally, students have far less positive attitudes toward writing than students in Wisconsin.

7. In general, students having a more positive attitude toward writing scored higher on the Wisconsin writing assessment.

8. Relatively few students (approximately 8-12 percent of the students tested) agreed or strongly agreed with the statement that writing seems to be a waste of time. The National Assessment of Educational Progress (NAEP) reports that students throughout the country are more likely to feel that writing is a waste of time.

9. Greater percentages of students in the eighth and eleventh grades, than at the fifth grade, indicated they "avoid writing". Students at each grade level who stated they avoid writing tended to score lower on the writing exercises than students who answered otherwise.

10. At each grade level, students who showed evidence of prewriting received higher test scores than students who did no prewriting.

11. Although 90 percent of the students indicated that their teachers ask them to prewrite, only 23 percent of the students' papers showed evidence of prewriting.

12. At all grade levels, students who received higher test scores were more likely to have revised their papers.

13. In grades 5 and 8, 80 percent of the students revised their original papers. However, in approximately two-thirds of the cases the revisions were unproductive, making no difference in the quality of the papers. Approximately 96 percent of eleventh graders revised their rough drafts. In most cases (70 percent), the revised essays were of a higher quality.

14. At each grade level the percent of boys and girls who revised their essays was about the same. However, the revision done by girls was more "productive".

15. There is no apparent relationship between either the attitudes students have toward writing or the amount of time they write for personal enjoyment and the kinds, extent, or quality of revisions they made.

16. In general, students who scored high on one exercise scored high on the other. However, there are many exceptions. This suggests that student performance is related in part to the kind of assignment a student is given.

17. Results in 1984 are about the same as those of 1981. (The same exercises and scoring procedures were used.)

## The Comprehensive Tests of Basic Skills

1. As in the previous eight years of testing, the scores of fourth, eighth, and eleventh grade students on the Comprehensive Tests of Basic Skills (CTBS) exceeded the national average. The national average is the 50th percentile.

2. Fourth grade students averaged at the 70th percentile in reading, the 63rd percentile in language, and the 61st percentile in mathematics.

3. Eighth grade students averaged at the 65th percentile in reading, the 62nd percentile in language, and the 71st percentile in mathematics.

4. Eleventh grade students averaged at the 61st percentile in reading, the 63rd percentile in language, and the 72nd percentile in mathematics.

5. Although the majority of Wisconsin students scored above the national average, approximately 33 percent of fourth graders, 31 percent of eighth graders, and 35 percent of eleventh graders scored below the national average.

## ECONOMIC UNDERSTANDING

### Background

A test of Economic Understanding was administered in March, 1984, to a randomly selected statewide sample of 1,653 public school twelfth grade students. Five years earlier, in 1979, students also were tested in economic understanding; however, the 1984 test was extensively revised, and only a few items from the 1979 test were used.

As is the case with all test development efforts undertaken by the Pupil Assessment Program, the process of developing the Economic Understanding test involved considerable input from committees of subject matter experts. Committees selected the test objectives, developed or selected test items to measure the objectives, analyzed the results of testing, and developed recommendations for improving the instruction of economics in Wisconsin schools.

The test of Economic Understanding consists of twelve objectives and 62 items. The twelve objectives, as listed below, represent what economics educators in Wisconsin feel are the "core" or most important objectives for a basic understanding of economics.

### Objective Summary Statements

The student shall understand . . .

1. that because we have limited resources and the potential for unlimited wants, there is a need to make choices and to economize.
2. the concepts of supply and demand.
3. the structure and function of business and organized labor in the economic system of the United States.
4. the concept of the business cycle, including inflation, growth, recession, and unemployment.
5. the characteristics of command and market economies.
6. the concepts of social costs and social goods.
7. the basic characteristics of international trade, including tariffs, balance of trade, and comparative advantage.
8. the role of fiscal (tax) and monetary (money) policies, including how they relate to employment and price stability.
9. that in a market economy, the production and exchange of goods and services produces income, including profits and wages.
10. and be able to interpret economic data, as found in graphs and charts.
11. the function and role of money and banking in the United States.
12. that the government acts to modify the United States' economy by transfer payments and redistribution of income.

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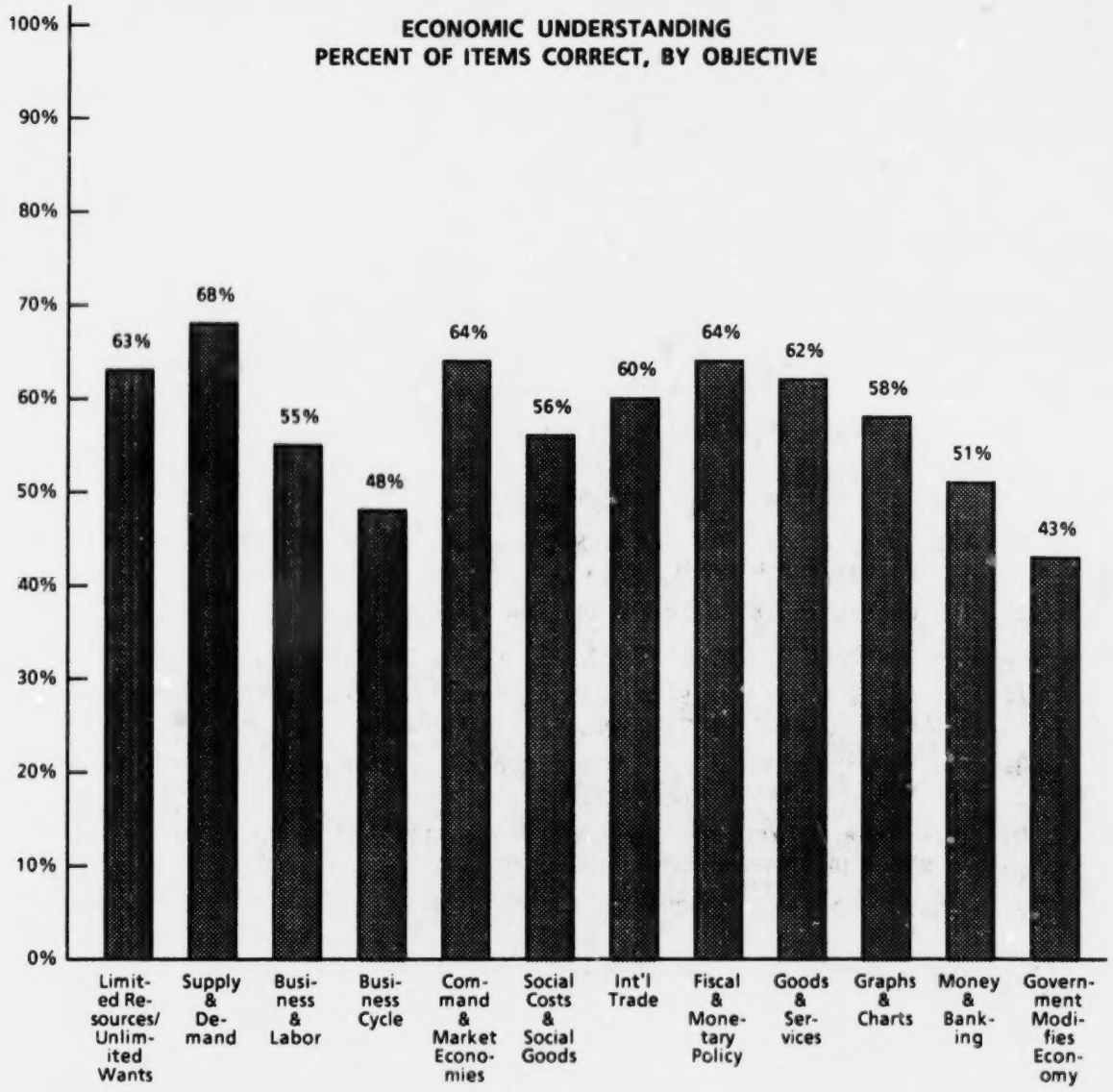
## RESULTS OF THE OBJECTIVE-REFERENCED TEST OF ECONOMIC UNDERSTANDING

Twelfth graders averaged 58 percent correct on the test of Economic Understanding.

Students scored highest on test objectives measuring their understanding of the concepts of supply and demand, the role of fiscal and monetary policies, and the characteristics of command and market economies. Students averaged approximately 65 percent correct on test items measuring these objectives.

Student performance was lowest on test objectives dealing with money and banking, the concept of the business cycle, and the ways the government modifies the economy. Students averaged approximately 47 percent correct on test items measuring these objectives.



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## RESULTS OF THE TEST OF ECONOMIC UNDERSTANDING STUDENT QUESTIONNAIRE

Included on the test of Economic Understanding were several questions asking students about their attitudes toward the study of economics, prior course-work in economics, and future plans in economics or related areas.

These questions are presented below in the same order in which they were asked. In each case, there is a chart presenting the data, followed by a brief summary statement.

### Question 1

During your high school education (grades 9-12), were you enrolled in a course which dealt primarily with the study of economics?

| Answer Choice | Percent of Responses | Number of Responses | Percent Correct on Test |
|---|---|---|---|
| Yes | 48.5% | 738 | 61% |
| No | 51.5% | 783 | 55% |

Approximately one-half of the students indicated they were enrolled in a course in economics during their high school years. These students scored six percentage points higher than students who indicated they had not taken such a course during high school.

### Question 2

[If you were enrolled during your high school education in a course which dealt primarily with the study of economics], was the course required?

| Answer Choice | Percent of Responses | Number of Responses | Percent Correct on Test |
|---|---|---|---|
| Required | 56.1% | 409 | 61% |
| Elective | 43.9% | 320 | 63% |

The majority of students taking an economics course during high school did so because they were required to do so. Students who elected to take a course in economics scored two percentage points higher than those who took a required course.

**Question 3**

[If you were enrolled during your high school education in a course which dealt primarily with the study of economics], at what grade did you take the course?

| Year Taken | Percent of Responses | Number of Responses | Percent Correct on Test |
|---|---|---|---|
| 12th grade | 65.6% | 472 | 62% |
| 11th grade | 27.1% | 195 | 61% |
| 10th grade | 4.7% | 34 | 56% |
| 9th grade | 2.5% | 18 | 61% |

More than 90 percent of the students taking economics did so during their junior or senior years in high school. Performance on the test appears to be unrelated to the year economics was taken. (Note that the number of students taking economics in grades nine or ten is very small.)

**Question 4**

[If you were enrolled during your high school education in a course which dealt primarily with the study of economics], indicate the approximate length of the course.

| Length of Course | Percent of Responses | Number of Responses | Percent Correct on Test |
|---|---|---|---|
| Nine Weeks | 5.5% | 37 | 53% |
| One Semester | 80.0% | 541 | 63% |
| Two Semesters | 15.5% | 100 | 59% |

In 80 percent of the cases, the economics course taken by students was one semester in length. Students who took a one semester course scored higher on the test than students taking a course lasting nine weeks or two semesters.

**Question 5**

During your junior high or middle-school (grades 6-8) education did one of your courses have a unit on economics?

| Answer Choice | Percent of Responses | Number of Responses | Percent Correct on Test |
|---|---|---|---|
| Yes | 18.5% | 279 | 60% |
| No | 40.1% | 605 | 59% |
| Not Certain | 41.3% | 623 | 56% |

Slightly over 18 percent of the students indicated they had had a unit on economics during junior high or middle school. These students scored one percentage point higher on the test than students who had no coursework.

**Question 6**

Which statement best describes your understanding of such economic concepts as scarcity, supply and demand, specialization, taxes, government spending, etc.?

| Level of Understanding | Percent of Responses | Number of Responses | Percent Correct on Test |
|---|---|---|---|
| Good | 18.2% | 272 | 67% |
| Fair | 67.5% | 1010 | 57% |
| Poor | 14.3% | 214 | 51% |

About eighteen percent of the students indicated they have a "good" understanding of basic economics concepts. A slightly smaller percentage (14.3%) indicated they have a "poor" understanding.

There is a direct positive relationship between students' perception of their understanding of basic economics concepts and their test scores.

**Question 7**

Compared to other subjects, which statement best describes how you feel about the study of economics?

| Feeling About Economics | Percent of Responses | Number of Responses | Percent Correct on Test |
|---|---|---|---|
| Least Favorite | 35.2% | 524 | 54% |
| About as Interesting | 59.4% | 882 | 59% |
| One of my Favorite | 5.3% | 79 | 66% |

Slightly more than five percent of the students consider the study of economics to be one of their "favorite" areas of study. About one-third indicated that economics was one of their "least favorite" subjects.

There is a direct positive relationship between students' feelings about the study of economics and their scores on the economics test.

**Question 8**

Do you plan to go to college or technical school after you graduate from high school?

| Going to College? | Percent of Responses | Number of Responses | Percent Correct on Test |
|---|---|---|---|
| Yes | 76.1% | 1133 | 60% |
| No | 9.8% | 146 | 50% |
| Not Certain | 14.0% | 209 | 49% |

Approximately three-fourths of the students indicated they planned to attend college or technical school after graduation from high school. These students scored approximately ten percent higher on the test than students who indicated they were not planning additional schooling after high school.

**Question 9**

If you plan to go to college or a technical school, indicate how likely it is that you will major in economics or a related field such as business, finance, etc.?

| Major in Economics? | Percent of Responses | Number of Responses | Percent Correct on Test |
|---|---|---|---|
| Likely | 19.8% | 271 | 63% |
| Unsure | 23.5% | 321 | 56% |
| Not Likely | 56.7% | 775 | 58% |

Students who indicated they planned to obtain a college major in economics or a related field, such as business or finance, scored higher on the test than students who answered "unsure" or "not likely".

## PERFORMANCE OF BOYS AND GIRLS ON THE TEST OF ECONOMIC UNDERSTANDING

Students were asked to indicate their gender on the test answer sheet. The following data were reported:

| Gender | Percent of Responses | Number of Responses | Percent Correct on Test |
|---|---|---|---|
| Boys | 50.4% | 883 | 59% |
| Girls | 49.6% | 820 | 54% |

Slightly more than one-half of the students tested were boys. Boys averaged five percentage points higher on the test than girls.

## COMPARISON OF RESPONSES OF BOYS AND GIRLS ON SELECTED STUDENT QUESTIONNAIRE ITEMS

**Question 1**

During your high school education (grades 9-12) were you enrolled in a course which dealt primarily with the study of economics?

| | Percent of Responses | | Number of Responses | |
|---|---|---|---|---|
| Answer Choice | Boys | Girls | Boys | Girls |
| Yes | 51% | 46% | 386 | 352 |
| No | 49% | 54% | 370 | 413 |

Boys were more likely than girls to have taken a course in economics during high school.

**Question 6**

Which statement best describes your understanding of such economics concepts as supply and demand, specialization, taxes, government spending, etc.?

| Gender | Number of Students | Level of Understanding Indicated | | |
|---|---|---|---|---|
| | | Good | Fair | Poor |
| Boys | 740 | 26% | 63% | 11% |
| Girls | 756 | 10% | 72% | 18% |

Boys were more likely than girls to indicate that they had a "good" understanding of basic economics concepts. For example, 26 percent of the boys compared to 10 percent of the girls indicated they had a "good" understanding.

**Question 7**

Compared to other subjects, which statement best describes how you feel about the study of economics?

| Gender | Number of Students | Feelings About Economics? | | |
|---|---|---|---|---|
| | | Least Favorite | About the Same | One of Favorite |
| Boys | 735 | 30% | 63% | 7% |
| Girls | 750 | 40% | 56% | 4% |

Girls were more likely than boys to have a negative attitude toward economics.

**Question 8**

Do you plan to go to college or a technical school after you graduate from high school?

| Gender | Number of Students | Plan to Attend College? Yes | No | Not Certain |
|---|---|---|---|---|
| Boys | 738 | 74% | 11% | 15% |
| Girls | 751 | 78% | 8% | 13% |

Approximately three-fourths of the students tested indicated they planned to attend college or technical school after graduation from high school. More girls than boys indicated they planned to attend college or technical school.

**Question 9**

If you plan to go to college or a technical school, indicate how likely it is that you will major in economics or a related field such as business, finance, etc.?

| Gender | Number of Responses | Economics Major? Yes | No | Not Certain |
|---|---|---|---|---|
| Boys | 677 | 19% | 24% | 56% |
| Girls | 690 | 20% | 23% | 57% |

Approximately one-fifth of the boys and girls planning to attend college indicated they were likely to major in economics or a related field, such as finance.

## SAMPLE ITEMS FROM THE TEST OF ECONOMIC UNDERSTANDING

Each of the twelve objectives on the test of Economic Understanding with one sample item is presented below.

### Objective 1

The student shall understand that because we have limited resources and the potential for unlimited wants there is a need to make choices and to economize.

Which of the following choices do all economic systems face?

A. to balance the government's budget by reducing spending
B. to save money and thus reduce the national debt
C. to dispense with the production of luxuries
(D.) to make the best use of limited resources

59% of the students answered this question correctly.

### Objective 2

The student shall understand the concepts of supply and demand.

Improved technology in producing home computers will usually cause the price of computers to:

(A.) decrease and quantity sold to increase.
B. decrease and quantity sold to decrease.
C. increase and quantity sold to increase.
D. increase and quantity sold to decrease.

57% of the students answered this question correctly.

### Objective 3

The student shall understand the structure and function of business and organized labor in the economic system of the United States.

Common stocks, limited liability, and unlimited life are characteristic of:

A. cooperatives.
B. proprietorships.
C. partnerships.
(D.) corporations.

61% of the students answered this question correctly.

**Objective 4**

The student shall understand the concept of the business cycle, including inflation, growth, recession, and unemployment.

What is a major cause of inflation?

A. too little money in circulation in relation to the quantity of goods and services available
(B.) too much money in circulation in relation to the quantity of goods and services available
C. a decrease in production of goods and services with a decrease in the money supply
D. an increase in production of goods and services without an increase in the money supply

38% of the students answered this question correctly.

**Objective 5**

The student shall understand the characteristics of command and market economies.

Businesses wish to sell their products at a profit, while consumers wish to buy products at the lowest price possible. In a market (capitalistic) economy, this difference:

(A.) is resolved by competitive markets.
B. is resolved by regulated markets.
C. is unimportant, for there is really no conflict between consumers and businesses.
D. is unimportant because all consumers are members of businesses.

65% of the students answered this question correctly.

**Objective 6**

The student shall understand the concepts of social costs and social goods.

From an economic point of view, which of the following approaches to pollution control is most efficient?

A. Abolish the use of unnatural products, such as plastics and synthetics.
B. Prohibit economic activities that cause pollution.
C. Use resources to eliminate all pollution damage.
(D.) Control pollution when the extra benefits exceed the extra costs.

50% of the students answered this question correctly.

**Objective 7**

The student shall understand the basic characteristics of international trade, including tariffs, balance of trade, and comparative advantage.

What would be likely to happen if the United States reduced import tariffs?

A. Wages of foreign workers would drop.
(B.) Some workers in previously "protected" industries would lose jobs.
C. The costs of imported goods would probably increase.
D. Foreigners would buy less American goods.

47% of the students answered this question correctly.

**Objective 8**

The student shall understand the role of fiscal (tax) and monetary (money) policies, including how they relate to unemployment and price stability.

One of the reasons a government might reduce taxes is to:

A. slow down the rate of inflation.
B. slow down the rapid rise in interest rates.
C. help to pay for unemployment compensation.
(D.) increase consumer spending and stimulate the economy.

70% of the students answered this question correctly.

**Objective 9**

The student shall understand that in a market economy, the production and exchange of goods and services produces income, including profits and wages.

The most important reason why major league professional baseball players earn more money than farmers and steelworkers is:

A. employers of the baseball players are monopolists.
B. baseball players are really entertainers rather than producers.
C. there are fewer professional baseball players than farmers or steelworkers.
(D.) good baseball players are scarce compared to the demand for their services.

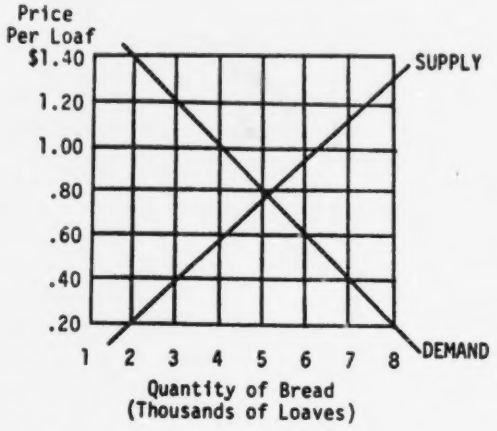
39% of the students answered this question correctly.

**Objective 10**

The student shall understand and be able to interpret economic data, as found in graphs and charts.

According to the graph below, if the government sets the price of bread at 60 cents a loaf, this will result in:

A. a surplus.
(B.) a shortage.
C. inflation.
D. recession.




61% of the students answered this question correctly.

**Objective 11**

The student shall understand the function and role of money and banking in the United States.

The commercial banking system increases the money supply when banks:

A. sell bonds to the public.
(B.) extend loans to the public.
C. increase loans to the Federal Reserve System.
D. purchase bonds from the Federal Reserve System.

44% of the students answered this question correctly.

**Objective 12**

The student shall understand that the government acts to modify the United States' economy by transfer payments and redistribution of income.

A national system of free medical care for the aged poor, paid for by increased taxes, is likely to:

A. reduce security but promote efficiency.
B. reduce equity but promote efficiency.
C. reduce stability but promote growth.
(D.) reduce feedom but promote equality.

18% of the students answered this question correctly.

## RECOMMENDATIONS FOR IMPROVING THE TEACHING OF ECONOMIC UNDERSTANDING

Recommendations for improving instruction in economic understanding are listed below. These recommendations are based on an analysis of the 1984 assessment results and student responses to a questionnaire on the test. The recommendations were drafted by a committee of economics educators and subsequently adopted by the Wisconsin State Council on Economic Education.

1. Wisconsin public schools should integrate the twelve objectives on the economics test into their K-12 curriculum. It is especially important that elementary students be introduced to the basic concepts and principles of economics, as measured by this test. Further, the economics objectives should be integrated into upper level social studies courses, including history and government.

2. As a "Capstone" to economics education, schools should offer, or even require, students to take a basic course in economics in the eleventh or twelfth grade.

3. Instruction in economics education should give paticular attention to the relationship of economic concepts and principles to understanding and evaluating public policy decisions. This emphasis is especially crucial because it is fundamental to good citizenship.

4. Test results indicate that certain objectives need greater attention. In particular, those objectives dealing with macroeconomics need more attention (Macroeconomics is the study of economics focusing on the "total" or "aggregate". Important concepts include the total output of goods and services, total employment, relation of government to the economy, etc.)

5. To improve instruction in economics, schools should plan for staff development in economics. Teachers should be shown ways to integrate basic economics concepts and principles into their area of teaching.

6. Current instructional materials should be used in the teaching of economics. These materials should reflect different points of view and also should be related to current public policy issues.

# WRITING

## Background

In March of 1984, Wisconsin's writing assessment tests were administered to random samples of approximately 3,500 fifth, eighth, and eleventh grade public school students. These were the same tests that were administered in 1981.

Students sampled were asked to produce two different pieces of writing as described below. They also were asked to respond to a questionnaire regarding their experiences with and attitudes toward writing.

1984 Wisconsin Writing Assessment

| Grade | Exercises |
|---|---|
| 5 | Fire Narrative - impromptu<br>Moon Report - with revision |
| 8 | Fire Narrative - impromptu<br>Moon Report - with revision |
| 11 | Fire Narrative - impromptu<br>Persuasive Essay - with revision |

The impromptu exercises were written in one session. For the exercises with revision, students wrote a rough draft in one session and a revised final copy in another session. A separate study of students' rough drafts/final copies was conducted to determine the kinds, extent, and quality of revisions made.

## Writing Assessment Test Development

### National Survey

The development of the Wisconsin Statewide Writing Assessment began in February of 1979, with a survey of all state assessment programs. The survey collected information on the types of tests used, methods of scoring used, appropriate grade levels to test, problems encountered, etc.

Data obtained from the survey questionnaire, assessment reports and technical manuals from other states, and correspondence was published in the Writing Assessment Research Report: A National Survey. This document served as an aid in planning Wisconsin's statewide writing assessment.

### Goals of the Writing Assessment

The Wisconsin writing assessment tests were developed by committees of Wisconsin writing and language arts educators and testing specialists. They began in May of 1979 with the selection of the writing assessment method to be used. The method chosen was direct assessment using evaluation of actual

writing samples, rather than indirect assessment with multiple-choice language tests.

Unlike multiple-choice testing, which makes it possible to assess performance on many objectives in a relatively short period of time, directly testing writing performance on an equal number of objectives would require a long period of time, both to administer the tests and to hand score the responses.

Therefore, with the decision to use the direct writing assessment method, test development committees were faced with the demanding task of designing a test in which a very limited number of exercises would be used to accomplish several measurement goals. These goals and the ways in which the Wisconsin writing assessment are designed to meet each goal are described briefly below.

1. To compare students' performance at significant points in their elementary and secondary education

   Tests were developed for grades 5, 8, and 11. One exercise is identical at all three grade levels; another exercise is identical at grades 5 and 8.

2. To measure students' performance in frequently-taught writing modes

   The tests at all three grade levels contain imaginative writing exercises (narrative essays) and more narrowly defined types of writing (expository or persuasive essays).

3. To allow students more than one chance to produce a writing sample

   So that students are not evaluated on the basis of only one response, all students sampled are assigned two writing exercises.

4. To measure students' understanding of the writing process

   One exercise at each grade level tested requires students to write a rough draft, revise it, and produce a final copy. Outlining or planning space is allowed for all exercises.

5. To compare the overall quality of students' writing with their ability to perform particular writing tasks

   Two scoring methods are used to score all exercises. The holistic method evaluates overall writing quality, and the primary trait method evaluates students' ability to perform particular writing tasks.

6. To compare students' writing performance with their behaviors and attitudes concerning writing and various writing activities

   A questionnaire was included in the 1984 statewide writing assessment.

7. To provide valid and reliable scores

   The Holistic Anchor Points and the Primary Trait Scoring Guides, which serve as the scoring standards, were determined by committees

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of Wisconsin English teachers. Scorers are rigorously trained to use these standards, and monitoring procedures are followed throughout the scoring sessions to make sure that these standards are maintained. Consistency between scorers, consistency within each scorer over a period of time, and consistency with the Anchor Points and Scoring Guides are carefully checked.

## Hand Scoring Methods Used

Approximately 30 readers hand scored the student responses, using two methods: primary trait scoring and holistic scoring.

Primary Trait Scoring evaluates a piece of writing by considering what the assignment asks the writer to do, and then by examining the extent to which the writer fulfills the required assignment. In the Wisconsin assessment, each piece of writing is awarded a score of "1" to "4", based on specific criteria or standards. The "1" papers are the worst, and the "4" are the best. Language mechanics and overall writing quality are not considered in Primary Trait Scoring, only the extent to which the writer fulfills the assignment. Primary trait scoring guides can be found in the Appendices.

Each paper is scored twice. If the scores are not the same, a third person reads the paper. In the 1984 assessment, in more than 98 percent of the cases the first two readings produced scores which were the same or within one point of each other.

Holistic Scoring compares each paper to all other papers in the group, with each paper finally located along a "worst-to-best" scale. In order to score papers, it is first necessary to read a large number of responses and select what are called "anchor points" to represent the range of responses. For each writing assignment in the Wisconsin assessment, anchor papers were selected to represent eight levels of performance: the "1" papers are the worst, the "8" papers the best. A holistic score is based on a reader's overall impression of the piece of writing, giving equal consideration to the fulfillment of the assignment, creativity, syntax, vocabulary, language mechanics, coherence, structure, etc. Examples of "1" and "8" anchor points for all assignments are included in the Appendices of this report. Complete sets of anchor points are available from the Wisconsin Pupil Assessment Program office.

The actual scoring of student exercises is done by a group of readers after they've studied and become thoroughly familiar with the anchor points. The papers are scored by two readers: if a paper is scored a "5" by one reader and a "4" by another, the final score is "4.5". If awarded scores are more than one point apart (e.g., a "6" and a "4"), a third person reads the paper.

For the 1984 assessment of writing, in approximately 10 percent of the cases a third reading was required. This means that 90 percent of the time the first two scores were identical or within one point of each other.

It needs to be stressed that in order to interpret the results of holistic scoring, familiarity with the anchor points is essential. It is necessary to refer to the anchor points for each assignment in reviewing the distribution of papers along the eight-point holistic scale.

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## RESULTS OF THE OBJECTIVE-REFERENCED WRITING TESTS

**FIRE NARRATIVE: Impromptu**

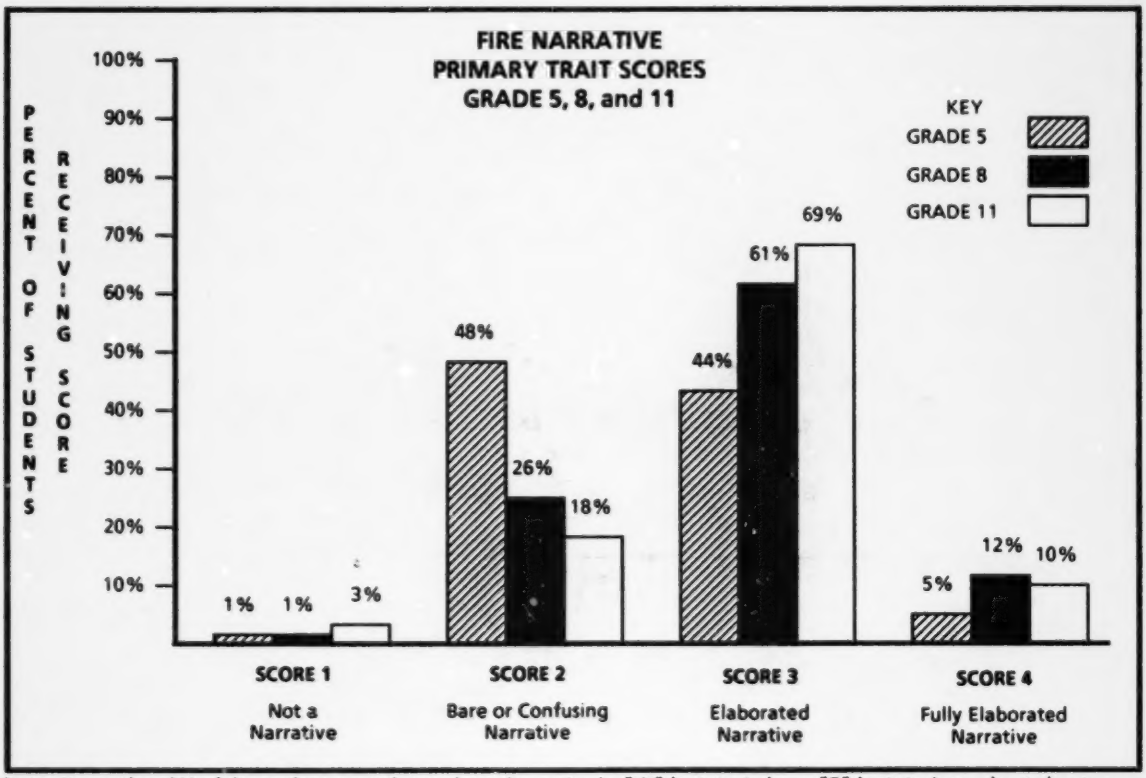
Students in grades 5, 8, and 11 were asked to respond to the identical exercise: all students were provided with the same photograph of a fire and asked to write a story. A copy of this exercise can be found in the Appendices.

**Primary Trait Scoring Results**

Nearly one-half of fifth graders (48 percent) received a score of "2", meaning that their essays were "confusing". Forty-nine percent of the students received a score of "3" or "4".

The percentage of students receiving a score of "3" or "4" increases from 49 percent in grade 5, to 73 percent in grade 8, to 79 percent in grade 11.

The graph below shows the distribution of primary trait scores for grades 5, 8, and 11 on the Fire Narrative exercise.




Note: Fewer than 3% of the students tested at each grade received a "W" (not stories) or a "Z" (not stories and not about fires). No students received scores of "T" (refusal), "X" (illegible), or "Y" (not determinable).

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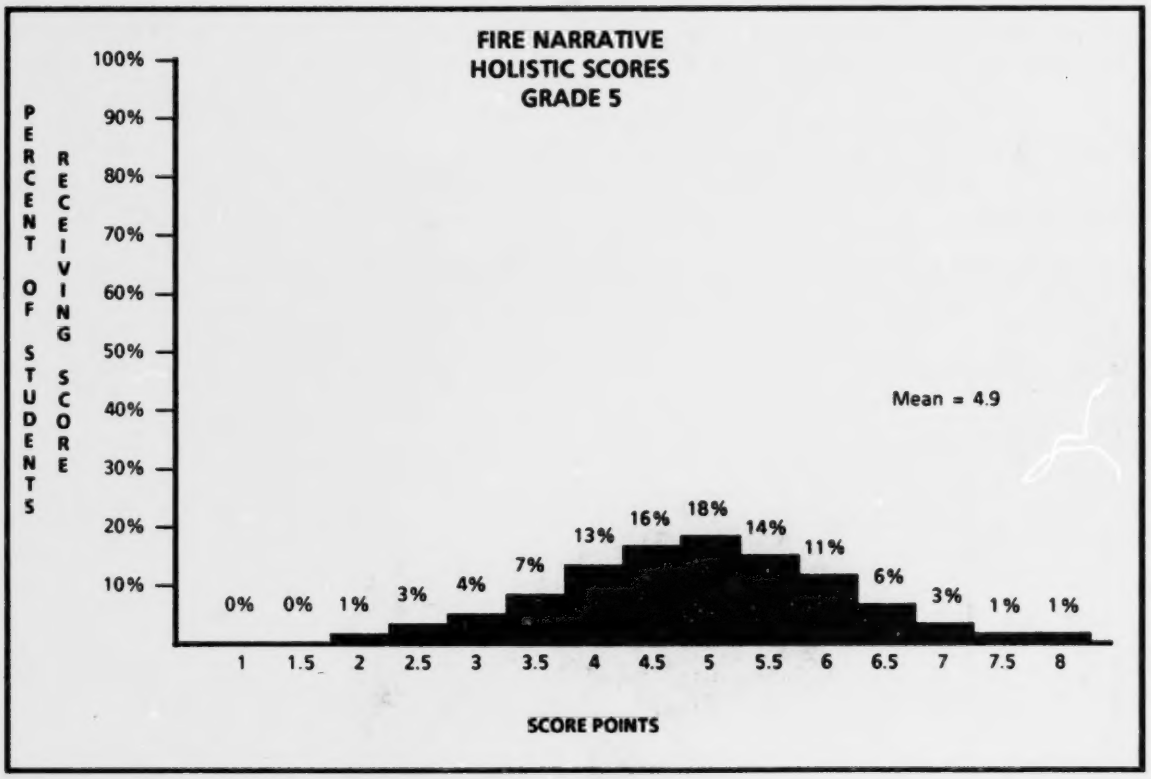
## Holistic Scoring Results

The graphs below and on the next page show the means and distribution of holistic scores for the Fire Narrative exercise for grades 5, 8, and 11.

Remember, the holistic scores are <u>not</u> comparable across grades. That is, a score of "5" at grade 5 is not the same as a score of "5" at grades 8 or 11. In order to get a feeling for what these score points mean, refer to the examples of anchor points (pages 109-115) for the Fire Narrative at each grade level.

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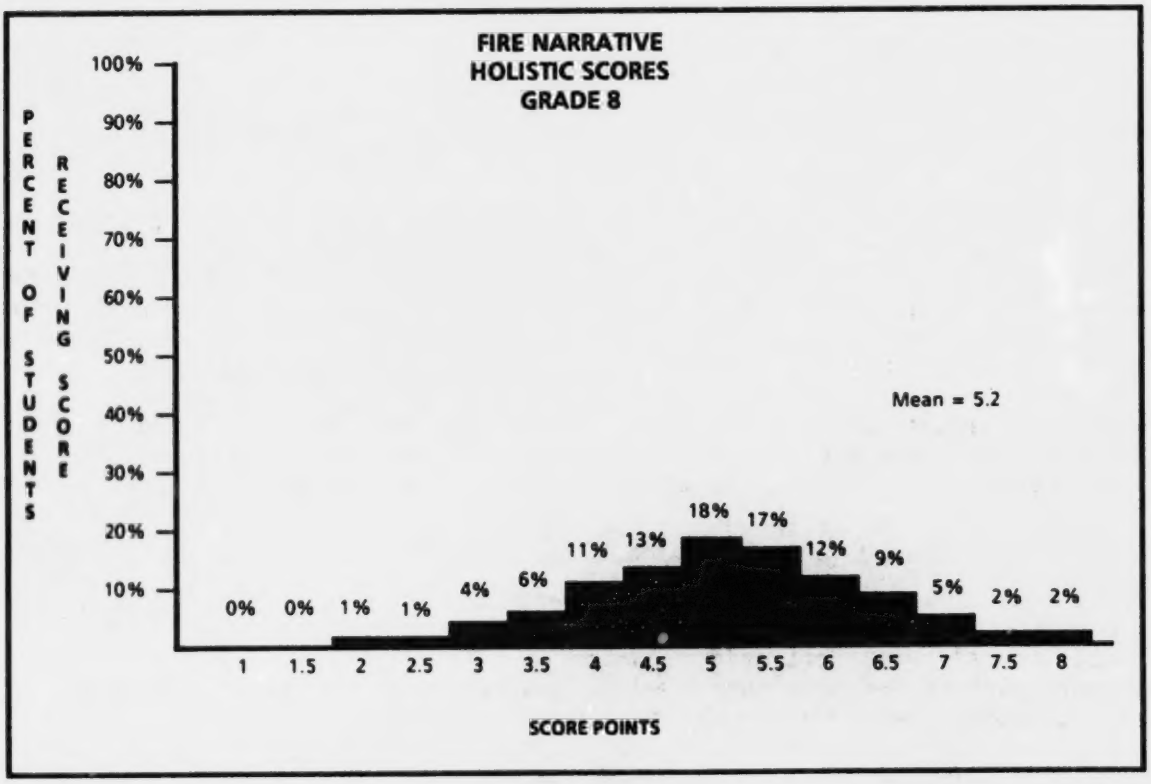


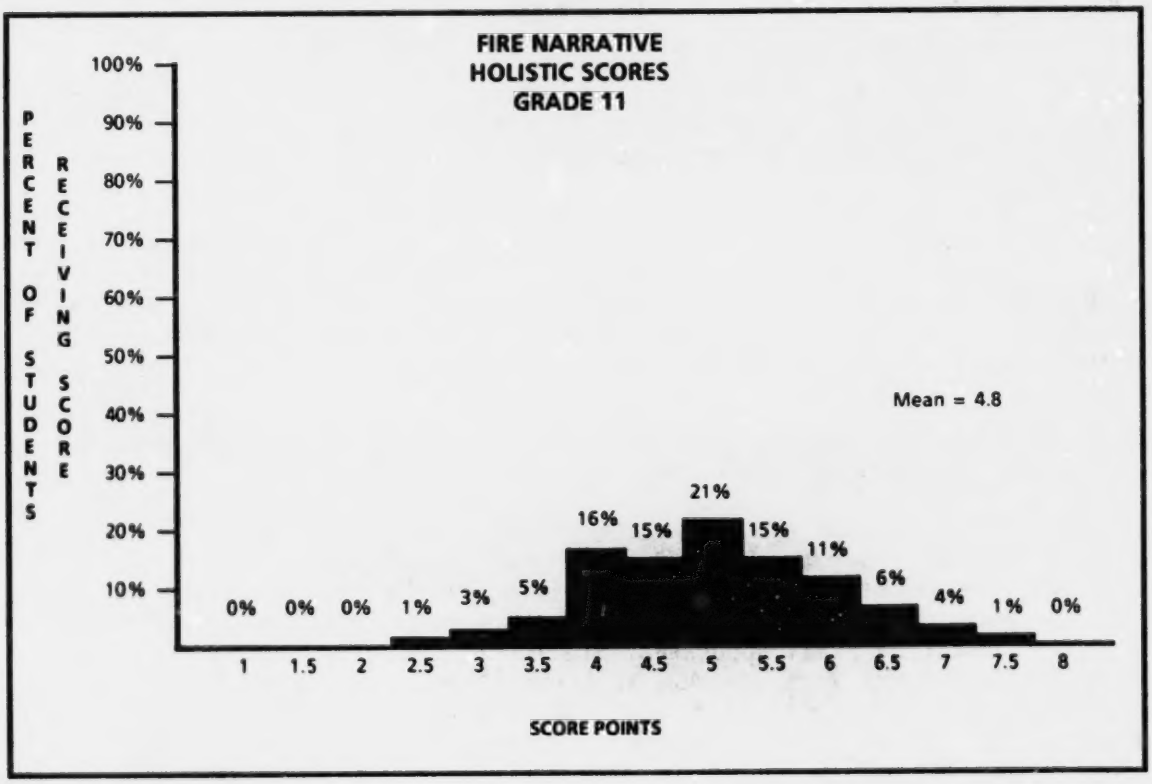


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**Examples of Average Papers**

On the Fire Narrative at grades 5, 8, and 11, students' holistic scores averaged approximately "5". Examples of "5" papers for each of the grade levels follow:

Grade 5

One day the fire department got a phone call. There was a fire and they had go put it out. When they got there the men to the hose and started to put it out. I took them a while but they got it out. When they got it out they went in to see how much damage was done. There was alot of damge done. So they told the people that lived there, there was alot of damge done so the people had to stay at a friends house until the house was fixed up. They stayed at there friends house for two weeks. Then they to a motel for one week. The house was finished. But still smelt like smoke. So they had to leave for one more week. When they got home it was just like it was. They could not even tell that there was a fire in it! It was just like new.

Grade 8

Early this morning Mr. and Mrs. Gary Hart told their children, Greg 9, and Angie 3, that they were going out for breakfast. "We will be home in a couple hours", Mrs. Hart said. "Watch your little sister, Greg" Gary said. So the parents left for breakfast. Little Angie was walking around the parents bedroom when she found a box of matches.

Then Greg saw Angie with something, he went over to her and asked, "Whats that Angie?" he said. "Da Da's matches," she said. "Give them here" he said, "They are bad things."

So he took them from her and was playing with them bya gas can Angie tipped over the night before. Greg lit a match, it got to close and burned his hand. He immediately dropped the match into a puddly of gas leading to the gas can.

The trail lit up fast and the gas can exploded. Greg was startled, and just stood there a second. He was spashed with gas. The rug started on fire, then the furniture and curtains. A neighbor saw the smoke and called the fire department. Then he went over to see if anybody was home. Then he heard screams for help. He knocked the door open and got the kids out all right.

Just then the parents got home and were amazed to see the children out and safely away from the fire. Lukily no-one was hurt.

Grade 11

Most of the firemen were just sitting around the television watching "Today" when the firetone went off in the station. The dispatcher then announced "Station 2 all apparatus. Station 3, Engine 4 and Ladder 3 respond to a possible house fire at 2464 N. 117th Street" The stations confirm the call and begin to race to the scene. As the first rescue squad arrives the driver says "582 is 10-23 (arrived at scene). We have a working fire." As other apparatus arrive the smoke continues to billow to the sky. A few of

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the firemen lay down the hose and connect it up to the hydrant while others mask up and prepare to enter the smoke-filled house.

The chief puts a few men on breaking the windows, and then instructs the men on the hose to enter the house through the front door. One of the firemen head into the house via a side window. Shortly thereafter a message heard over their radio is "It's Joe, I'm stuck in the bathroom. Come qui..... " His voice broke off which was not good sign. Some firemen were assigned to go in after Joe, but when they found him he was in a ball of flames. The pressure was eased up on the hose and the fire was extinguished on Joe. It was evident that the rescue team was a little late. While this rescue attempt was going on most of the rest of the house involved had been pretty much extinguished. The chief calls back to headquarters, "Dispatch, fire is out."

The mourning begins as the firemen clean up on the scene. Joe's charred body is taken away in a body bag and placed in the morgue truck. The firemen are just awe struck. It took only 15 minutes to bring the fire undercontrol and in that short time Joe Johnson was killed. One fireman's reaction was "I had a wierd feeling when I was bringing the hose around the house and I saw Joe climb in on the side window. The fire was really condensed inside the building at that point. But Joe's duty to check for those trapped was more important than his own life."

All who knew Joe said that this was the way he wanted to go out. As a matter of fact all of these firemen are so truly dedicated that this is the way they all want to go out. Joe has done it and they will too.

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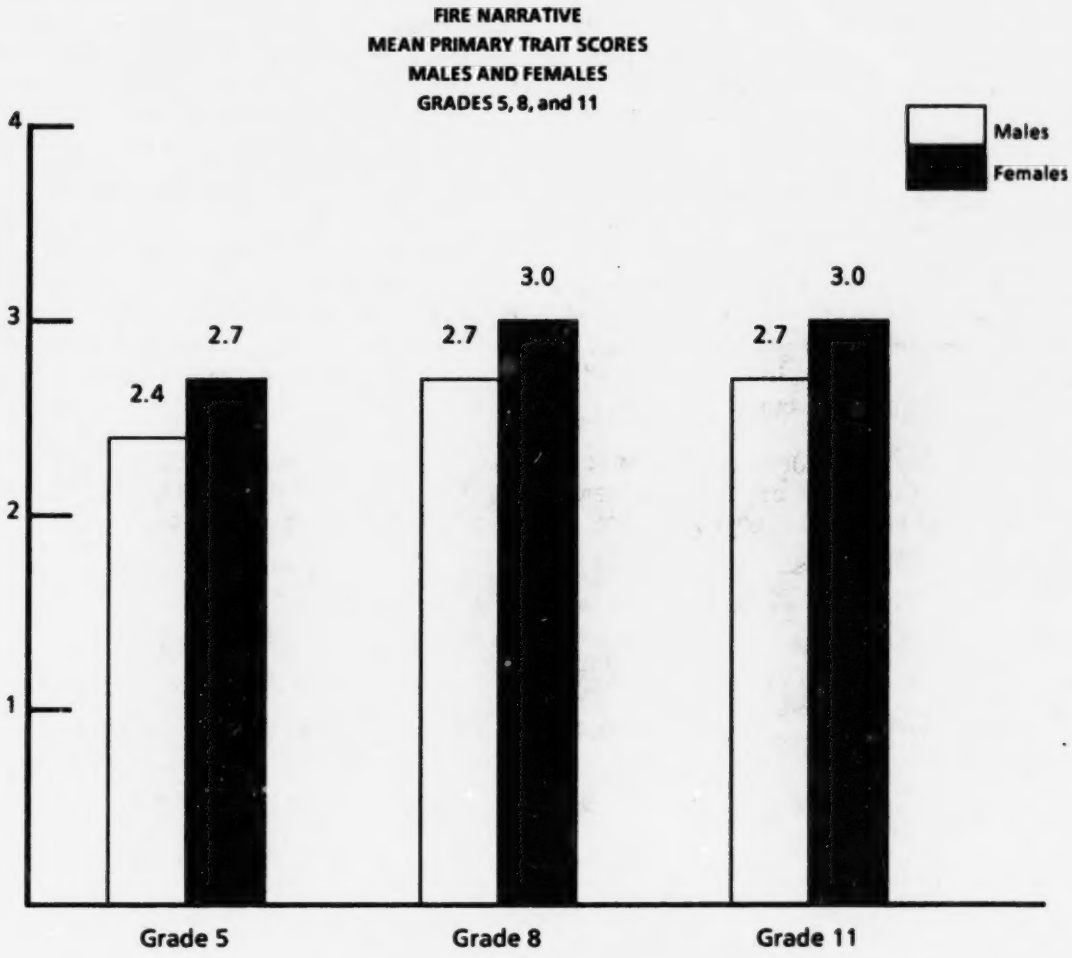
## Performance of Boys and Girls on the Fire Narrative

At each grade level, the average scores on the fire narrative were higher for the girls than for the boys. The graphs below show the mean primary trait and holistic scores for each grade level on this exercise.



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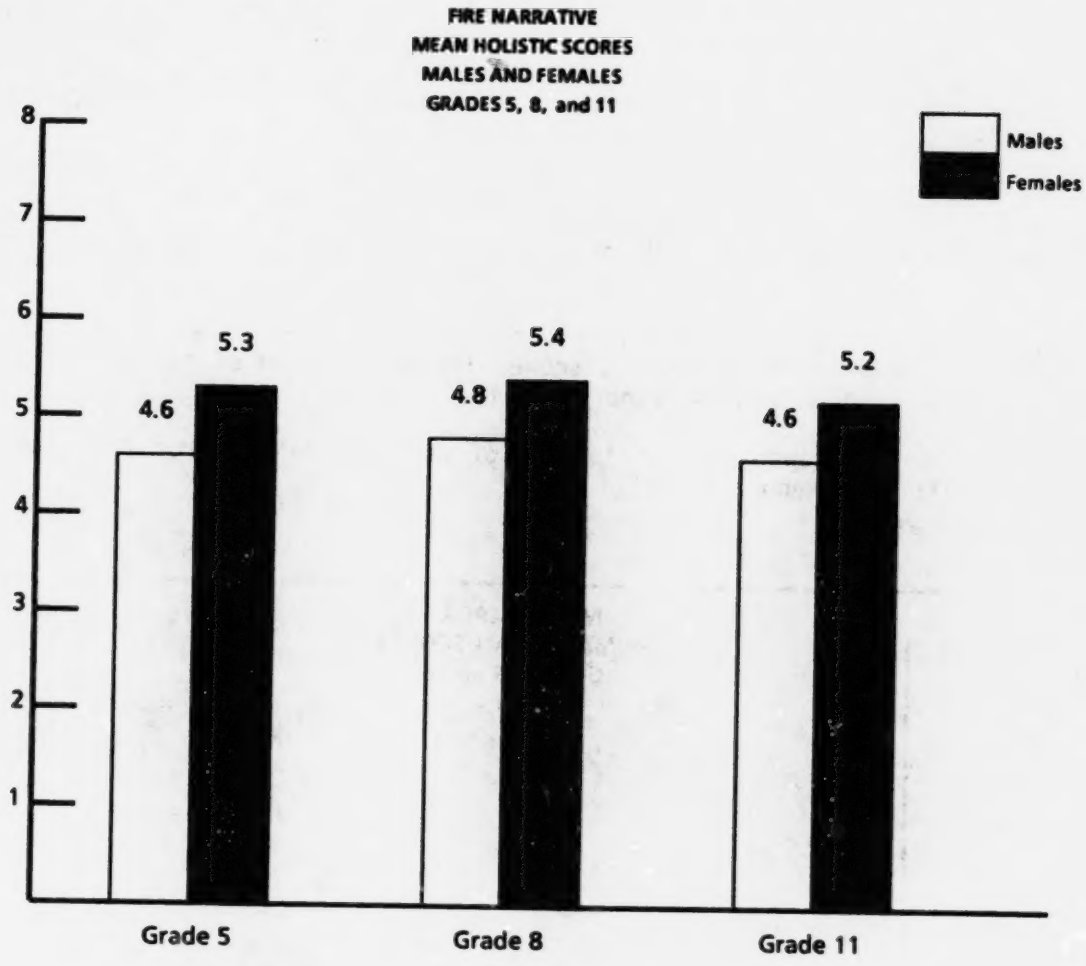


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## MOON REPORT: With Revision

In addition to the Fire Narrative, students in grades 5 and 8 were given a second writing exercise: they were presented with a list of facts about the moon and directed to integrate these facts into a report. A copy of this exercise can be found in the Appendices.

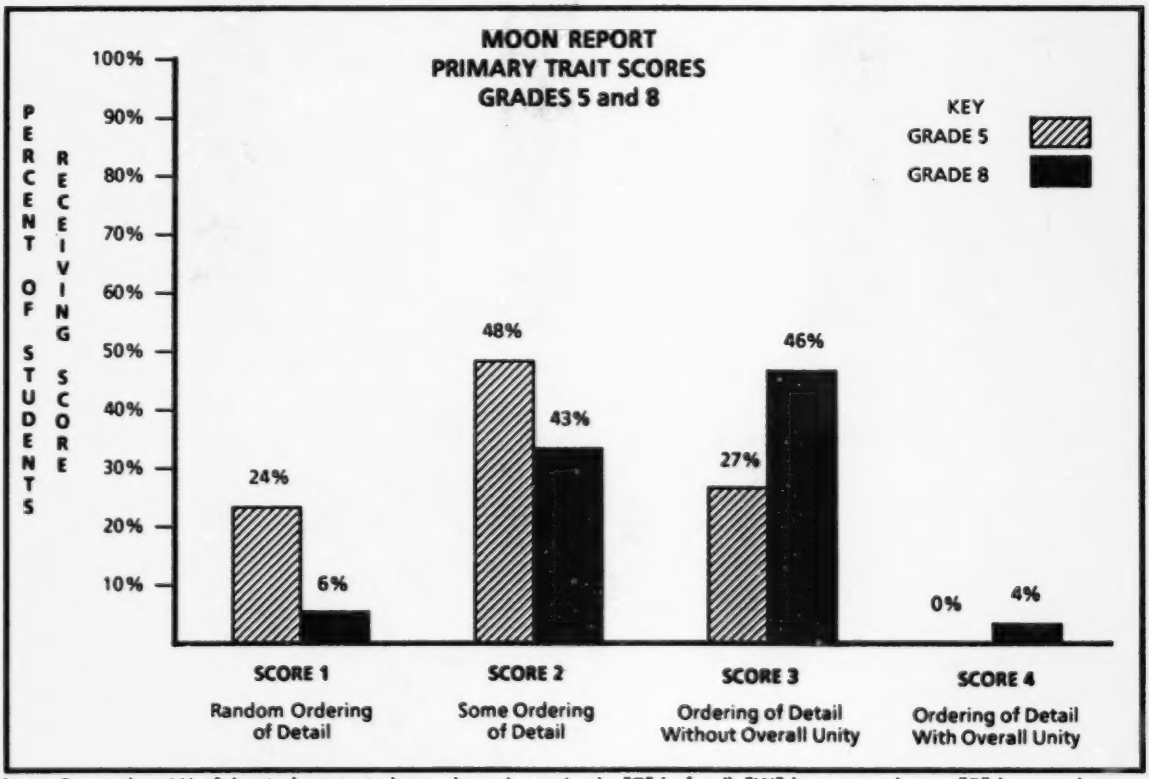
For this exercise, students were asked to write a rough draft in one session and a final copy on another day. Only the final papers were scored; however, a study of how the rough drafts and final papers compare was undertaken by the Department of Public Instruction. A summary of the results appears on pages 77-80 of this report.

### Primary Trait Scoring Results

There is improvement from grade 5 to 8: 50 percent of eighth graders scored "3" or "4"; 27 percent of fifth graders scored "3" or "4".

Nearly three-fourths (72 percent) of the fifth graders received a score of "1" or "2", meaning their reports showed little ordering of detail. In contrast, 49 percent of eighth graders received a score of "1" or "2".

The graph below shows the distribution of primary trait scores for grades 5 and 8 on the Moon Report exercise.




Note: Fewer than 1% of the students tested at each grade received a "T" (refusal), "W" (not reports), or a "Z" (reports, but not about the moon). No students received scores of "X" (illegible), or "Y" (not determinable).

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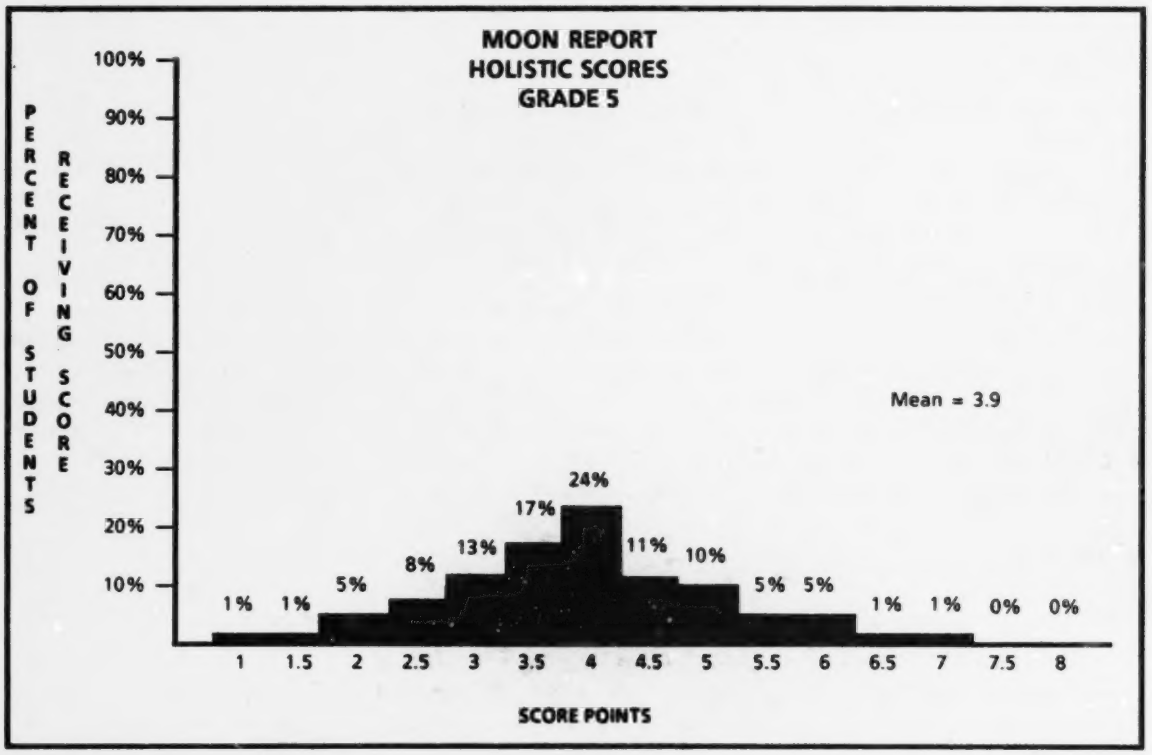
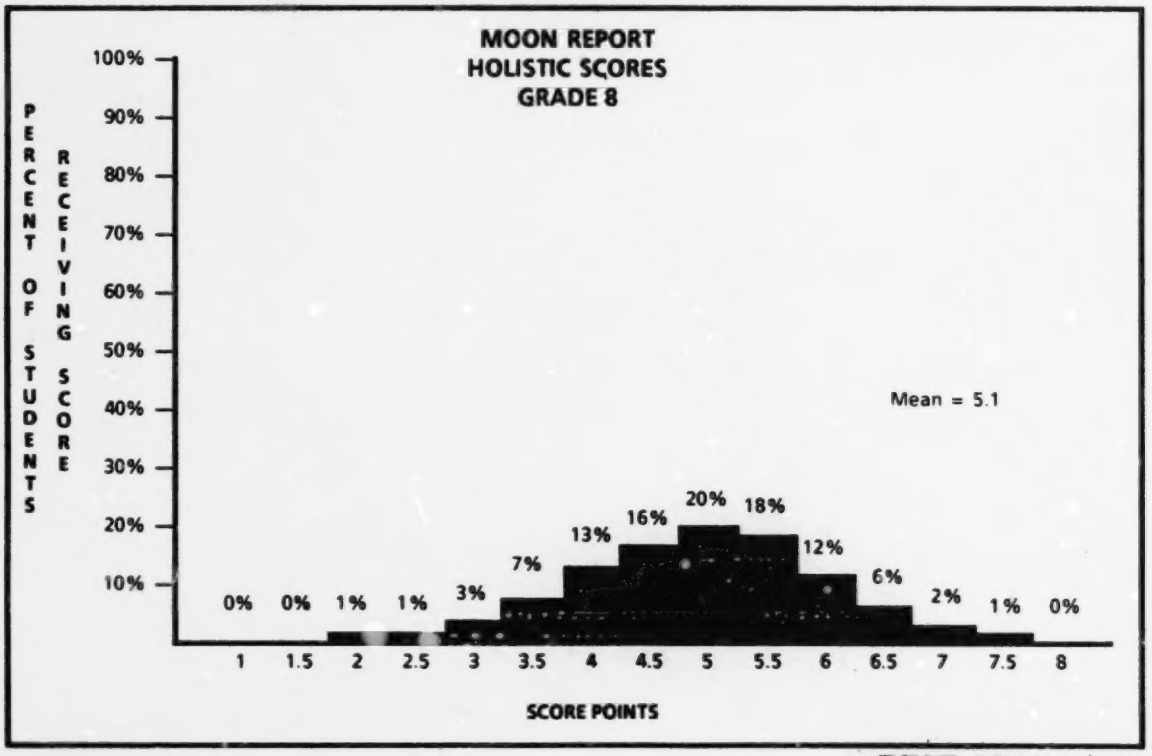
## Holistic Scoring Results

The graphs below show the means and distribution of holistic scores for the Moon Report. Recognize that the scores are not comparable across grades.

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**Examples of Average Papers**

On the Moon Report, students in the fifth grade averaged approximately a "4"; students in the eighth grade averaged about "5". Examples of "average" papers for each grade level are shown below:

Grade 5

Facts About The Moon

Some people say that the moon is made of green cheese. If you take a bite of the moon it doesn't taste like cheese at all. Neil Armstrong was the first astronaut to walk on the moon. The moon is full of craters. Craters are holes. that are in the gravity. Craters are just big holes that's not any of green cheese either.

The moon is made of rock. The rock is easy for you to walk on. When you visit the moon you'll need a space suit because there's no air in space. In space there are no storms. They don't need any storms because there is no air in space. There are no volcanoes in space because they won't urupt without air. The moon changes into four different shapes. A full moon, a half moon, a three quater of a moon, and a one fourth of a moon.

Grade 8

The Moon

The moon is very different from the earth. There are many things no one knows about the moon. But there are some things we do know. For instance, on the moon there is no air or water. Because there is no air or water, there is no plant or animal life. The moon has a low gravity and no active volcanoes. There are no storms on the moon. The moon is made of rocks, mountains and plains. It also contains craters. The moon is covered with dust. It is cold on the dark side of the moon, and hot on the light side. These are just a few things that scientists know about the moon. Hopefully in the future they will learn much more about the moon.

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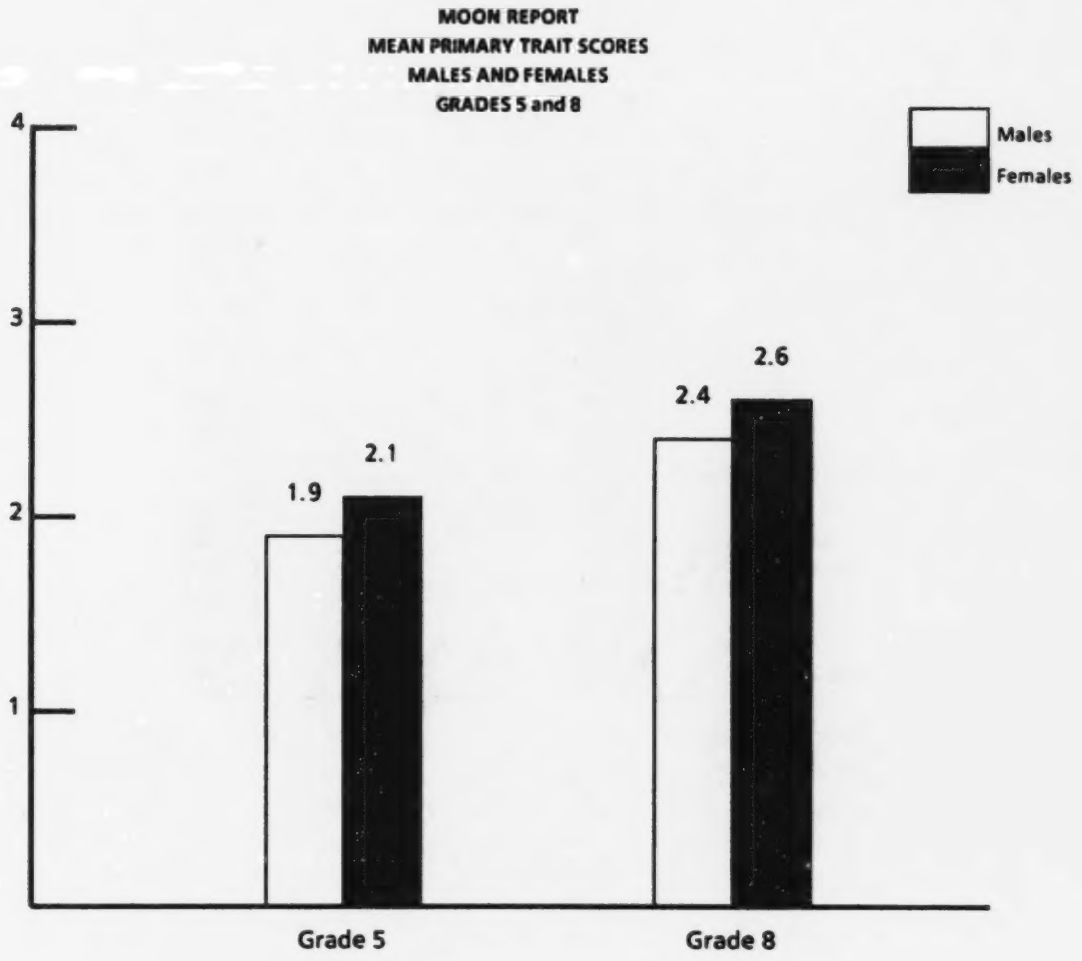
**Performance of Boys and Girls on the Moon Report**

The average scores of fifth and eighth grade girls on the Moon Report are higher than the average scores of the boys. The graphs below show the mean primary trait and holistic scores at each grade level.

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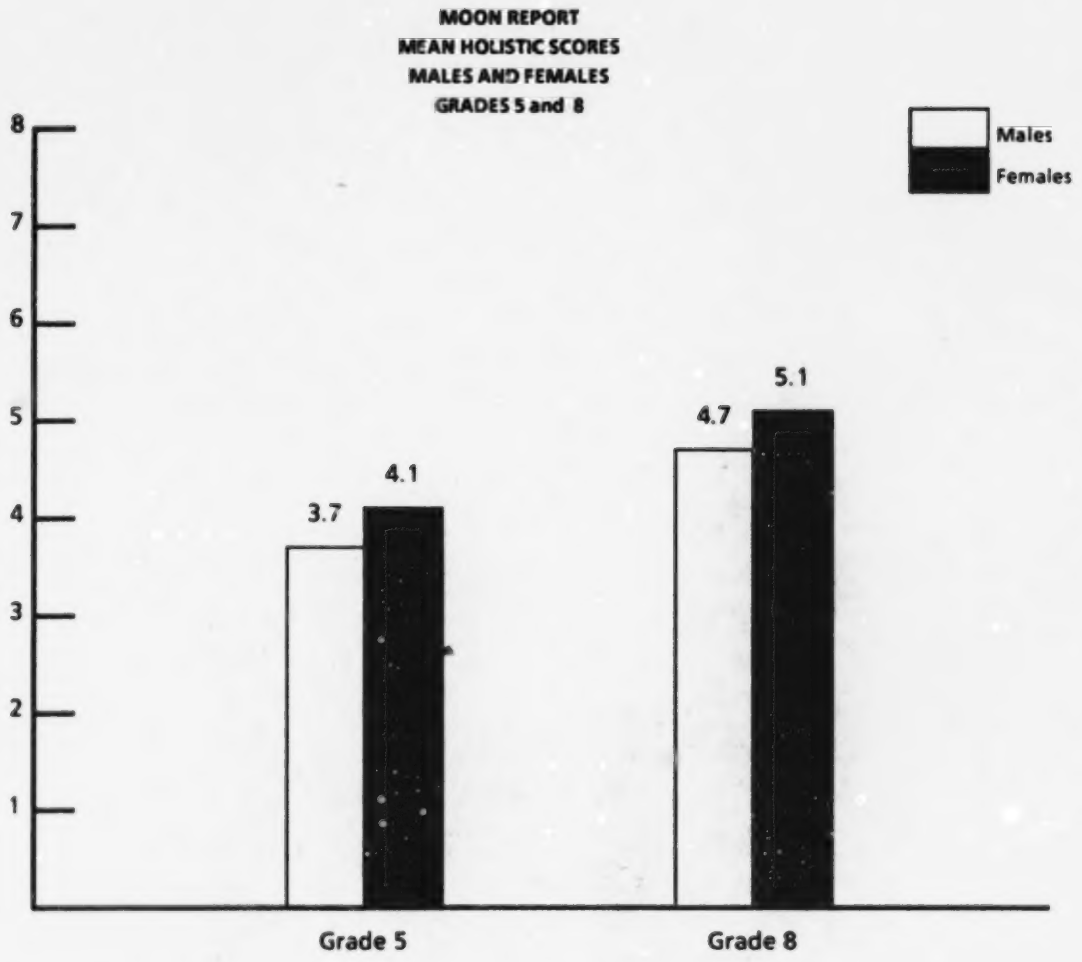


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## PERSUASIVE ESSAY: With Revision

The Persuasive Essay required eleventh grade students to suggest to the school board a change to improve the school. Students were asked to write both a rough draft and final copy. Only the final copy was scored; however, a study of how the rough drafts and final papers compare was undertaken by the Department of Public Instruction. A discussion of the results appears on pages 77-80 of this report. A copy of this exercise can be found in the Appendices.

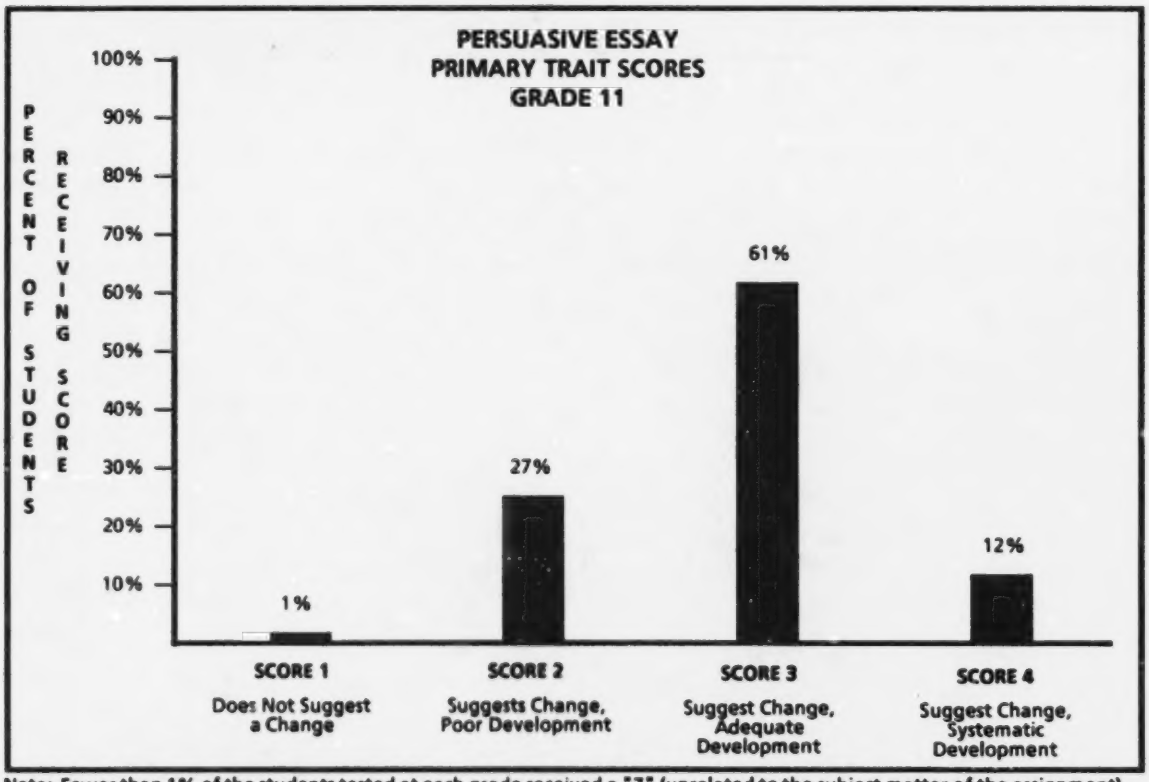
### Primary Trait Scoring Results

Approximately one-fourth of the students (27 percent) scored a "2". They suggested a change in the school but failed to develop a line of reasoning or argumentation.

Sixty-one percent of the students scored a "3". These students were able to suggest a change and develop adequate reasoning.

Twelve percent of the students scored a "4", meaning they used a systematically developed line of reasoning to support their arguments for a suggested change or changes.

The graph below shows the distribution of primary trait scores for grade 11 on the Persuasive Essay exercise.




Note: Fewer than 1% of the students tested at each grade received a "Z" (unrelated to the subject matter of the assignment). No students received scores of "T" (refusal), "X" (illegible), or "Y" (not determinable).

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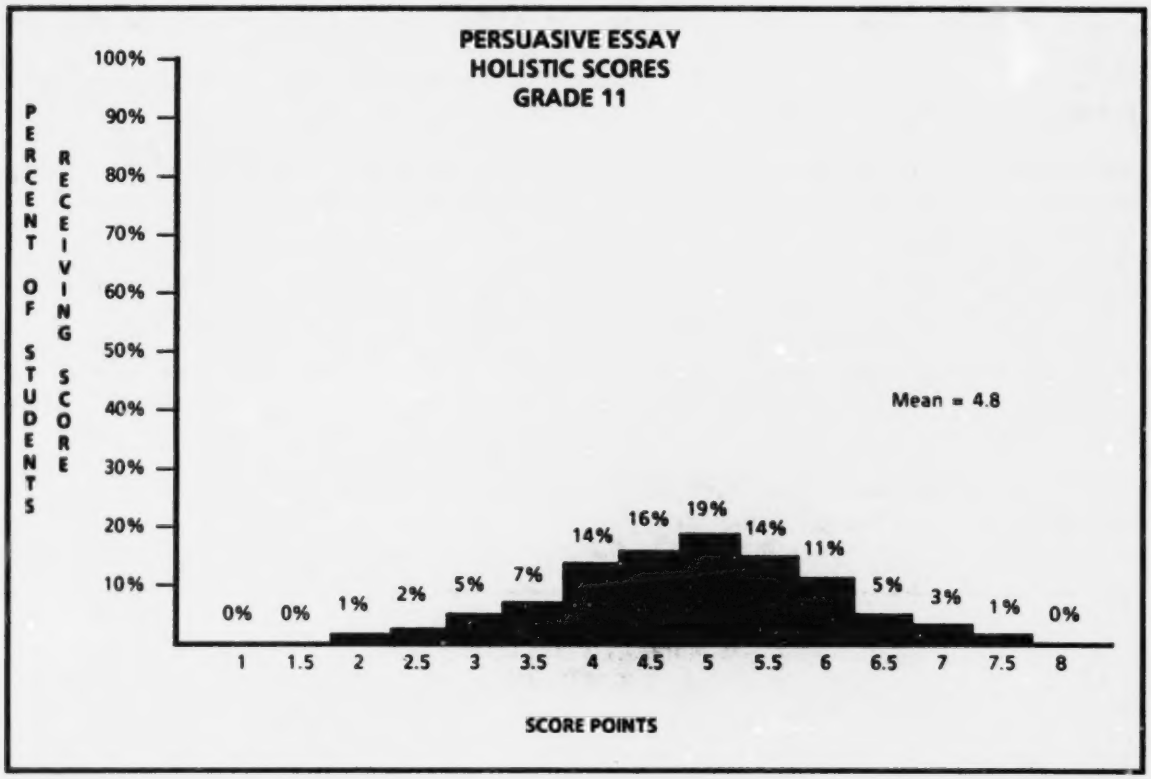
## Holistic Scoring Results

The mean and distribution of holistic scores for the Persuasive Essay appear in the graph below. Refer to the examples of anchor points for this exercise (pages 109-115) to get a feeling for what the scores mean.

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**Example of an Average Paper**

On the Persuasive Essay, students averaged approximately "5". An example of a "5" paper follows:

Being members of the school board you should surely realize the importance of having a drug and alchohol awareness class within our high schools. The problem of drug and alchohol abuse has been becoming steadily worse every year and yet nothing is being done to correct this problem. Abuse is so wide spread ~~if~~ that among the student body you're considered abnormal if you don't use drugs or alcohol. I call to you, members of our school board, to take firm and aggressive action in this area. Don't ignor the issue as so many others have done in the past. If something is not done ~~some~~ soon to curtail this abuse I am affraid that my generation will end up being nothing more than drug burn outs and alcoholics. An awareness class is greatly needed to teach students about these areas and to tell them what they are doing to there bodies. If a coarse such as this were made a graduation requirement I feel that our abuse problem in our schools would be greatly diminished.

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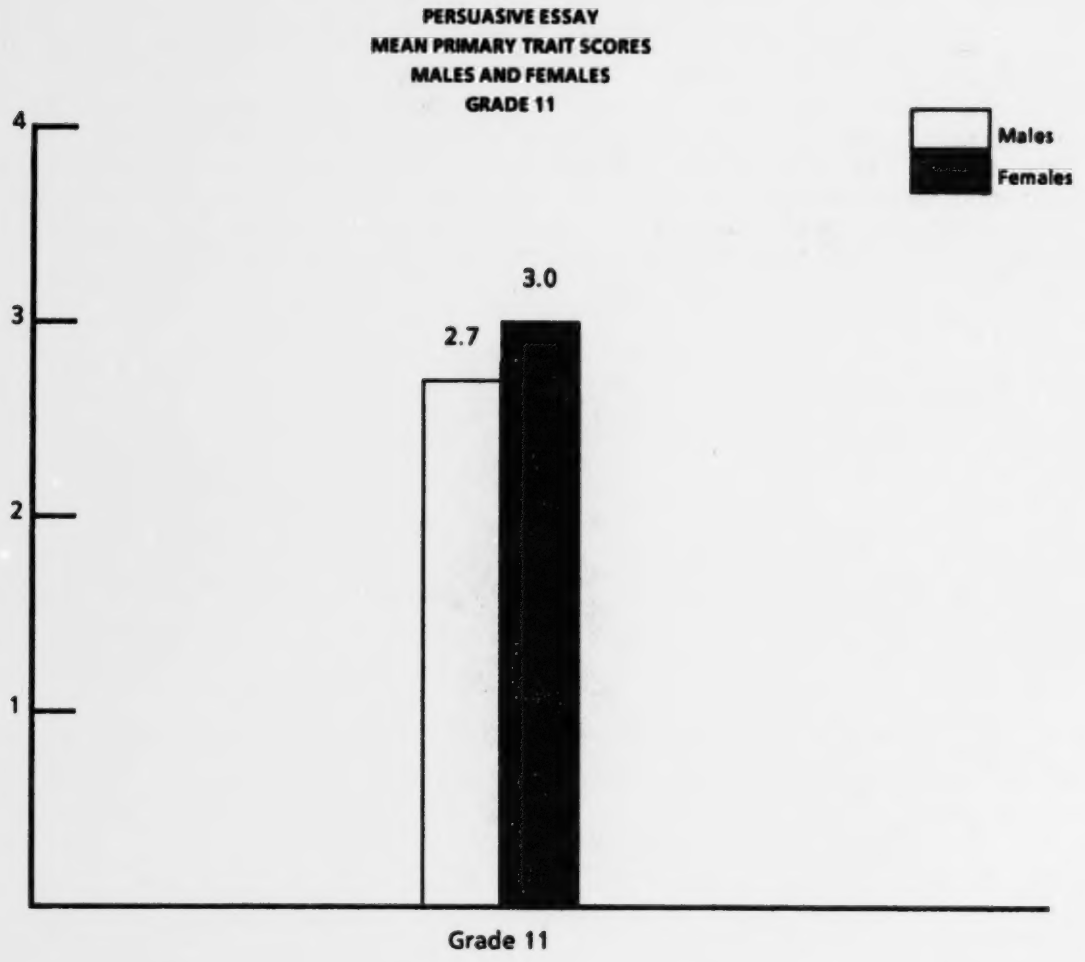
## Performance of Boys and Girls on the Persuasive Essay

Girls received higher average scores than boys on the Persuasive Essay. The mean primary trait and holistic scores for this exercise are shown below.



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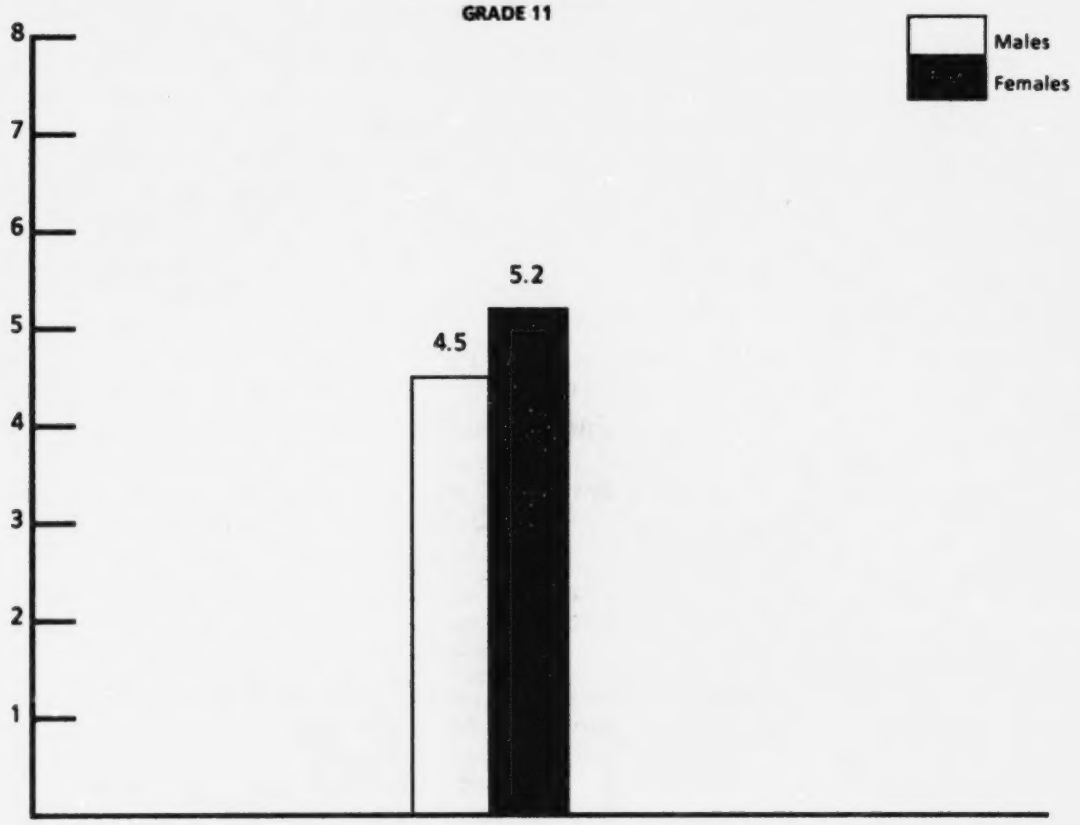
**PERSUASIVE ESSAY**
**MEAN HOLISTIC SCORES**
**MALES AND FEMALES**
**GRADE 11**

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## CORRELATION COEFFICIENTS BY WRITING EXERCISE AND SCORING METHOD

Correlation coefficients measure the extent to which two variables covary or "go together". Correlation is positive when high values on one variable are associated with high values on the other variable. Likewise, a correlation coefficient is positive when low values on one variable are associated with low values on the other.

A correlation coefficient is negative when high values on one variable are associated with low values on the other. A correlation near zero indicates that two variables are unrelated. Correlation coefficients range from 1.0 to -1.0. In general, a value exceeding .70 is judged to be high, a value falling between .30 and .70 is seen as moderate, and a value less than .30 is considered low.

Below are the Pearson product-moment correlation coefficients for two kinds of relationships:

1. Correlations between different scoring methods (holistic and primary trait) on the same writing exercise.

   Fifth Grade
   Holistic Scores and Primary Trait Scores on Exercise #1 = .66
   Holistic Scores and Primary Trait Scores on Exercise #2 = .58

   Eighth Grade
   Holistic Scores and Primary Trait Scores on Exercise #1 = .63
   Holistic Scores and Primary Trait Scores on Exercise #2 = .72

   Eleventh Grade
   Holistic Scores and Primary Trait Scores on Exercise #1 = .73
   Holistic Scores and Primary Trait Scores on Exercise #2 = .69

The correlations between different scoring methods on the same exercises are moderately high. This means that in most cases students who were able to complete a task (primary trait) also tend to write well in general (holistic score).

2. Correlations between the same scoring methods on different writing exercises.

   Fifth Grade
   Holistic Scores on Exercise #1 and Exercise #2 = .44
   Primary Trait Scores on Exercise #1 and Exercise #2 = .30

   Eighth Grade
   Holistic Scores on Exercise #1 and Exercise #2 = .47
   Primary Trait Scores on Exercise #1 and Exercise #2 = .43

   Eleventh Grade
   Holistic Scores on Exercise #1 and Exercise #2 = .55
   Primary Trait Scores on Exercise #1 and Exercise #2 = .38

In general, the correlation coefficients shown above are moderate. As an example, the correlation coefficient for the holistic scores on fifth grade exercises #1 and #2 is .44. In practical terms this means that students who scored high on one exercise tended to score high on the other. However, the correlation values indicate that there are exceptions. They suggest that

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writing assignments are different and that student performance is related in part to the kind of assignment a student is given.

## RESULTS OF THE WRITING TEST STUDENT QUESTIONNAIRE

Included on the fifth, eighth, and eleventh grade writing tests were several questions asking students about their attitudes toward writing and their writing experiences. These questions are presented in the same order in which they were asked.

In every case the data are presented in the form of a table. The percent and number of students responding to various answer choices are shown. In addition, the mean holistic and primary trait scores for each exercise are presented.

Several of the questions were previously used in 1978/79 by the National Assessment of Educational Progress (NAEP). NAEP is a federally-funded, information-gathering project which surveys the educational achievement of 9-year-olds, 13-year-olds, and 17-year-olds on a nationwide basis. Several different learning areas, including writing, are periodically assessed in order to measure educational change. The age levels assessed by NAEP closely parallel the grade levels assessed on the Wisconsin writing test and questionnaire. Therefore, in several cases the national response patterns are reported in the summaries of student responses which appear following each set of tables.

### Question 1

Students at each grade level were asked to indicate approximately how much time they spend writing in their English classes each week.

Fifth Grade

About how many hours a week do you spend writing reports, stories, or poems for your English or language arts class?

| ANSWER CHOICES | PERCENT OF RESPONSES | NUMBER OF RESPONSES | MEAN SCORES | | | |
|---|---|---|---|---|---|---|
| | | | HOL. EX. #1 | HOL. EX. #2 | P. T. EX. #1 | P. T. EX. #2 |
| 4 or more hours per week | 18.3% | 215 | 5.1 | 3.9 | 2.6 | 2.0 |
| 1-3 hours per week | 51.4% | 603 | 5.0 | 4.0 | 2.6 | 2.1 |
| Less than one hour per week | 30.3% | 355 | 4.7 | 3.7 | 2.5 | 2.0 |

## Eighth Grade

For the English classes you are taking this year, about how many hours a week do you spend writing assignments such as reports, essays, stories, or poems?

| ANSWER CHOICES | PERCENT OF RESPONSES | NUMBER OF RESPONSES | MEAN SCORES | | | |
|---|---|---|---|---|---|---|
| | | | HOL. EX. #1 | HOL. EX. #2 | P. T. EX. #1 | P. T. EX. #2 |
| 4 or more hours per week | 11.5% | 131 | 4.8 | 4.8 | 2.8 | 2.4 |
| 1-3 hours per week | 56.9% | 649 | 5.2 | 5.0 | 2.9 | 2.5 |
| Less than one hour per week | 31.6% | 360 | 5.1 | 4.9 | 2.8 | 2.4 |

## Eleventh Grade

For the English classes you are taking this year, about how many hours a week do you spend writing assignments such as reports, essays, stories, or poems?

| ANSWER CHOICES | PERCENT OF RESPONSES | NUMBER OF RESPONSES | MEAN SCORES | | | |
|---|---|---|---|---|---|---|
| | | | HOL. EX. #1 | HOL. EX. #2 | P. T. EX. #1 | P. T. EX. #2 |
| 4 or more hours per week | 14.8% | 150 | 5.0 | 4.9 | 2.9 | 2.9 |
| 1-3 hours per week | 55.8% | 565 | 5.0 | 4.9 | 2.9 | 2.9 |
| Less than one hour per week | 29.4% | 298 | 4.8 | 4.7 | 2.8 | 2.7 |

Approximately one-half of the students at each grade level indicated they spend from 1-3 hours each week writing in their English classes.

These students scored slightly higher on the writing exercises than students who indicated they wrote less than one hour each week.

**Question 2**

Students at each grade level were asked to indicate approximately how much time they spend writing in their classes other than English each week.

Fifth Grade

About how many hours a week do you spend writing reports or other papers for your social studies or science classes?

| ANSWER CHOICES | PERCENT OF RESPONSES | NUMBER OF RESPONSES | MEAN SCORES | | | |
|---|---|---|---|---|---|---|
| | | | HOL. EX. #1 | HOL. EX. #2 | P. T. EX. #1 | P. T. EX. #2 |
| 4 or more hours per week | 17.5% | 205 | 4.9 | 3.9 | 2.6 | 2.0 |
| 1-3 hours per week | 50.5% | 592 | 5.0 | 3.9 | 2.6 | 2.1 |
| Less than one hour per week | 32.1% | 376 | 4.8 | 3.8 | 2.5 | 2.0 |

Eighth Grade

For your classes other than English, about how many hours a week do you spend writing assignments such as reports, essays, or stories?

| ANSWER CHOICES | PERCENT OF RESPONSES | NUMBER OF RESPONSES | MEAN SCORES | | | |
|---|---|---|---|---|---|---|
| | | | HOL. EX. #1 | HOL. EX. #2 | P. T. EX. #1 | P. T. EX. #2 |
| 4 or more hours per week | 18.5% | 211 | 5.0 | 4.9 | 2.8 | 2.5 |
| 1-3 hours per week | 44.6% | 508 | 5.2 | 5.0 | 2.9 | 2.5 |
| Less than one hour per week | 36.9% | 420 | 5.1 | 4.9 | 2.8 | 2.4 |

Eleventh Grade

For your classes other than English, about how many hours a week do you spend writing assignments such as reports, essays, or stories?

| ANSWER CHOICES | PERCENT OF RESPONSES | NUMBER OF RESPONSES | MEAN SCORES | | | |
|---|---|---|---|---|---|---|
| | | | HOL. EX. #1 | HOL. EX. #2 | P. T. EX. #1 | P. T. EX. #2 |
| 4 or more hours per week | 13.6% | 138 | 5.0 | 4.8 | 2.9 | 2.8 |
| 1-3 hours per week | 49.4% | 499 | 5.0 | 4.8 | 2.9 | 2.8 |
| Less than one hour per week | 37.0% | 374 | 4.9 | 4.9 | 2.8 | 2.9 |

For each of the three grades, about one-half of the students indicated they spend 1-3 hours each week writing in classes other than English. At grades 5 and 8, these students scored slightly higher than students who spend less than one hour per week of writing. At the eleventh grade there is no clear pattern.

**Question 3**

For this question, students indicated whether their teachers ask them to prewrite.

Fifth Grade

Do your teachers ask you to make outlines, list ideas, or make notes about the topic of your paper before you write?

| ANSWER CHOICES | PERCENT OF RESPONSES | NUMBER OF RESPONSES | MEAN SCORES | | | |
|---|---|---|---|---|---|---|
| | | | HOL. EX. #1 | HOL. EX. #2 | P. T. EX. #1 | P. T. EX. #2 |
| Usually | 33.9% | 399 | 5.1 | 4.1 | 2.6 | 2.1 |
| Sometimes | 56.2% | 661 | 4.9 | 3.8 | 2.5 | 2.0 |
| Never | 9.9% | 116 | 4.6 | 3.7 | 2.4 | 1.9 |

Eighth Grade

Do teachers ask you to make outlines, list ideas, or make notes about the topic of your paper before you write?

| ANSWER CHOICES | PERCENT OF RESPONSES | NUMBER OF RESPONSES | MEAN SCORES | | | |
|---|---|---|---|---|---|---|
| | | | HOL. EX. #1 | HOL. EX. #2 | P. T. EX. #1 | P. T. EX. #2 |
| Usually | 37.4% | 426 | 5.1 | 4.9 | 2.9 | 2.5 |
| Sometimes | 55.2% | 629 | 5.2 | 5.0 | 2.8 | 2.5 |
| Never | 7.5% | 85 | 4.7 | 4.7 | 2.7 | 2.4 |

Eleventh Grade

Do teachers ask you to make outlines, list ideas, or make notes about the topic of your paper before you write?

| ANSWER CHOICES | PERCENT OF RESPONSES | NUMBER OF RESPONSES | MEAN SCORES | | | |
|---|---|---|---|---|---|---|
| | | | HOL. EX. #1 | HOL. EX. #2 | P. T. EX. #1 | P. T. EX. #2 |
| Usually | 51.5% | 522 | 5.0 | 5.0 | 2.9 | 2.9 |
| Sometimes | 44.9% | 455 | 4.9 | 4.7 | 2.8 | 2.8 |
| Never | 3.6% | 36 | 4.8 | 4.7 | 2.9 | 2.7 |

More than 90 percent of the students at each grade level state that they are asked by their teachers to prewrite. This figure is slightly higher than that reported by the National Assessment of Educational Progress in their assessment of writing.

Students in the fifth and eighth grades who indicated "never" received lower scores than students who responded otherwise. This relationship is not shown for the eleventh grade sample.

**Question 4**

Students were asked if they tend to write more than one draft of a paper.

Fifth Grade

Do you write a paper more than once before you turn it in to your teachers?

| ANSWER CHOICES | PERCENT OF RESPONSES | NUMBER OF RESPONSES | MEAN SCORES | | | |
|---|---|---|---|---|---|---|
| | | | HOL. EX. #1 | HOL. EX. #2 | P. T. EX. #1 | P. T. EX. #2 |
| Usually | 30.0% | 352 | 5.1 | 4.0 | 2.7 | 2.2 |
| Sometimes | 53.4% | 626 | 4.9 | 3.9 | 2.5 | 2.0 |
| Never | 16.6% | 195 | 4.6 | 3.6 | 2.4 | 1.9 |

Eighth Grade

Do you write a paper more than once before you turn it in to your teachers?

| ANSWER CHOICES | PERCENT OF RESPONSES | NUMBER OF RESPONSES | MEAN SCORES | | | |
|---|---|---|---|---|---|---|
| | | | HOL. EX. #1 | HOL. EX. #2 | P. T. EX. #1 | P. T. EX. #2 |
| Usually | 49.5% | 564 | 5.3 | 5.1 | 2.9 | 2.6 |
| Sometimes | 43.2% | 493 | 5.0 | 4.8 | 2.8 | 2.4 |
| Never | 7.3% | 83 | 4.7 | 4.4 | 2.6 | 2.2 |

Eleventh Grade

Do you write a paper more than once before you turn it in to your teachers?

| ANSWER CHOICES | PERCENT OF RESPONSES | NUMBER OF RESPONSES | MEAN SCORES | | | |
|---|---|---|---|---|---|---|
| | | | HOL. EX. #1 | HOL. EX. #2 | P. T. EX. #1 | P. T. EX. #2 |
| Usually | 63.0% | 638 | 5.1 | 5.0 | 2.9 | 2.9 |
| Sometimes | 33.9% | 343 | 4.7 | 4.6 | 2.8 | 2.7 |
| Never | 3.2% | 32 | 4.2 | 4.1 | 2.5 | 2.6 |

About 17 percent of fifth grade students said they "never" write more than one draft of a paper before they turn it in. This decreases to about seven percent in the eighth grade and about three percent in the eleventh grade. The National Assessment of Educational Progress reports that approximately 14 percent of eighth graders and eight percent of eleventh graders "never" write a paper more than once before they turn it in.

Students who say they write more than a single draft of a paper tended to score higher on the writing assessment.

**Question 5**

A fifth question asked students about the frequency that their teachers correct "surface feature" errors (capitalization, spelling, or punctuation).

Fifth Grade

When papers are returned, do teachers correct your capitalization, spelling, or punctuation?

| ANSWER CHOICES | PERCENT OF RESPONSES | NUMBER OF RESPONSES | MEAN SCORES | | | |
|---|---|---|---|---|---|---|
| | | | HOL. EX. #1 | HOL. EX. #2 | P. T. EX. #1 | P. T. EX. #2 |
| Usually | 72.7% | 848 | 5.0 | 3.9 | 2.6 | 2.0 |
| Sometimes | 24.3% | 286 | 4.8 | 3.7 | 2.5 | 2.0 |
| Never | 3.5% | 41 | 4.8 | 4.0 | 2.5 | 2.0 |

Eighth Grade

When papers are returned, do teachers correct your capitalization, spelling, or punctuation?

| ANSWER CHOICES | PERCENT OF RESPONSES | NUMBER OF RESPONSES | MEAN SCORES | | | |
|---|---|---|---|---|---|---|
| | | | HOL. EX. #1 | HOL. EX. #2 | P. T. EX. #1 | P. T. EX. #2 |
| Usually | 65.1% | 741 | 5.2 | 5.0 | 2.9 | 2.5 |
| Sometimes | 31.3% | 357 | 5.0 | 4.8 | 2.8 | 2.4 |
| Never | 3.6% | 41 | 5.1 | 4.8 | 2.8 | 2.4 |

## Eleventh Grade

When papers are returned, do teachers correct your capitalization, spelling, or punctuation?

| ANSWER CHOICES | PERCENT OF RESPONSES | NUMBER OF RESPONSES | MEAN SCORES | | | |
|---|---|---|---|---|---|---|
| | | | HOL. EX. #1 | HOL. EX. #2 | P. T. EX. #1 | P. T. EX. #2 |
| Usually | 65.8% | 667 | 5.0 | 4.8 | 2.9 | 2.8 |
| Sometimes | 31.1% | 315 | 4.8 | 4.8 | 2.8 | 2.8 |
| Never | 3.1% | 31 | 5.0 | 5.1 | 3.0 | 2.8 |

More than 96 percent of the students stated that their teachers "usually" or "sometimes" correct capitalization, spelling, or punctuation. There is no apparent relationship between student scores on the writing exercises and students' perceptions of the frequency with which teachers correct "surface feature" errors on their papers.

## Question 6

Students were asked to indicate if their teachers offer written comments about ways to improve paragraph organization and use of sentences.

### Fifth Grade

When papers are returned, do teachers write suggestions to help you improve your paragraphs or sentences?

| ANSWER CHOICES | PERCENT OF RESPONSES | NUMBER OF RESPONSES | MEAN SCORES | | | |
|---|---|---|---|---|---|---|
| | | | HOL. EX. #1 | HOL. EX. #2 | P. T. EX. #1 | P. T. EX. #2 |
| Usually | 27.1% | 319 | 5.0 | 3.9 | 2.6 | 2.0 |
| Sometimes | 61.3% | 721 | 4.9 | 3.9 | 2.5 | 2.0 |
| Never | 11.6% | 136 | 4.7 | 3.8 | 2.4 | 2.0 |

### Eighth Grade

When papers are returned, do teachers make written comments for improving the ideas or content of your paper such as paragraph organization or sentence structure?

| ANSWER CHOICES | PERCENT OF RESPONSES | NUMBER OF RESPONSES | MEAN SCORES | | | |
|---|---|---|---|---|---|---|
| | | | HOL. EX. #1 | HOL. EX. #2 | P. T. EX. #1 | P. T. EX. #2 |
| Usually | 43.4% | 494 | 5.2 | 5.0 | 2.9 | 2.5 |
| Sometimes | 49.6% | 564 | 5.1 | 4.8 | 2.8 | 2.4 |
| Never | 7.0% | 80 | 5.2 | 5.0 | 2.9 | 2.6 |

## Eleventh Grade

**When papers are returned, do teachers make written comments for improving the ideas or content of your paper such as paragraph organization or sentence structure?**

| ANSWER CHOICES | PERCENT OF RESPONSES | NUMBER OF RESPONSES | MEAN SCORES | | | |
|---|---|---|---|---|---|---|
| | | | HOL. EX. #1 | HOL. EX. #2 | P. T. EX. #1 | P. T. EX. #2 |
| Usually | 57.7% | 584 | 5.0 | 4.9 | 2.9 | 2.9 |
| Sometimes | 38.9% | 394 | 4.9 | 4.7 | 2.9 | 2.8 |
| Never | 3.5% | 35 | 4.3 | 4.4 | 2.5 | 2.7 |

Nearly all students indicated that their teachers "sometimes" or "usually" offer written comments or suggestions for ways to improve paragraph organization or sentence structure.

National Assessment reports that the national percentages of students responding "never" are 17.5 percent and 7.7 percent at the eighth and eleventh grades, respectively.

The data show little relationship between student responses to the question and scores on the writing exercises.

**Question 7**

Students at each grade were asked to state how frequently their teachers talk about ways to improve their papers.

Fifth Grade

When papers are returned, do teachers talk about ways to improve what you have written?

| ANSWER CHOICES | PERCENT OF RESPONSES | NUMBER OF RESPONSES | MEAN SCORES | | | |
|---|---|---|---|---|---|---|
| | | | HOL. EX. #1 | HOL. EX. #2 | P. T. EX. #1 | P. T. EX. #2 |
| Usually | 27.8% | 326 | 4.9 | 3.8 | 2.6 | 2.0 |
| Sometimes | 60.9% | 715 | 4.9 | 4.0 | 2.6 | 2.1 |
| Never | 11.3% | 133 | 4.7 | 3.7 | 2.5 | 1.9 |

Eighth Grade

When papers are returned, do teachers talk about ways to improve what you have written?

| ANSWER CHOICES | PERCENT OF RESPONSES | NUMBER OF RESPONSES | MEAN SCORES | | | |
|---|---|---|---|---|---|---|
| | | | HOL. EX. #1 | HOL. EX. #2 | P. T. EX. #1 | P. T. EX. #2 |
| Usually | 22.0% | 250 | 5.0 | 4.8 | 2.7 | 2.4 |
| Sometimes | 62.4% | 710 | 5.2 | 5.0 | 2.9 | 2.5 |
| Never | 15.6% | 178 | 5.1 | 5.0 | 2.8 | 2.5 |

Eleventh Grade

When papers are returned, do teachers talk about ways to improve what you have written?

| ANSWER CHOICES | PERCENT OF RESPONSES | NUMBER OF RESPONSES | MEAN SCORES | | | |
|---|---|---|---|---|---|---|
| | | | HOL. EX. #1 | HOL. EX. #2 | P. T. EX. #1 | P. T. EX. #2 |
| Usually | 29.3% | 297 | 4.9 | 4.8 | 2.8 | 2.8 |
| Sometimes | 59.4% | 602 | 4.9 | 4.8 | 2.9 | 2.8 |
| Never | 11.3% | 114 | 5.0 | 4.8 | 2.9 | 2.9 |

Although most students indicated that they discuss ways to improve their papers with their teachers, there is not a clear relationship between student responses and scores on the writing exercises.

**Question 8**

Eighth and eleventh grade students were asked to indicate if their teachers require them to improve, revise, or edit what they write.

Eighth Grade

After papers are returned, do teachers require you to improve, revise, or edit what you have written?

| ANSWER CHOICES | PERCENT OF RESPONSES | NUMBER OF RESPONSES | MEAN SCORES | | | |
|---|---|---|---|---|---|---|
| | | | HOL. EX. #1 | HOL. EX. #2 | P. T. EX. #1 | P. T. EX. #2 |
| Usually | 14.2% | 162 | 5.0 | 4.8 | 2.8 | 2.4 |
| Sometimes | 61.2% | 697 | 5.1 | 4.9 | 2.8 | 2.5 |
| Never | 24.6% | 280 | 5.2 | 5.0 | 2.9 | 2.6 |

Eleventh Grade

After papers are returned, do teachers require you to improve, revise, or edit what you have written?

| ANSWER CHOICES | PERCENT OF RESPONSES | NUMBER OF RESPONSES | MEAN SCORES | | | |
|---|---|---|---|---|---|---|
| | | | HOL. EX. #1 | HOL. EX. #2 | P. T. EX. #1 | P. T. EX. #2 |
| Usually | 11.2% | 113 | 4.7 | 4.6 | 2.8 | 2.7 |
| Sometimes | 65.8% | 666 | 5.0 | 4.8 | 2.9 | 2.8 |
| Never | 23.0% | 233 | 4.9 | 5.0 | 2.9 | 2.9 |

Approximately 75 percent of eighth and eleventh graders indicated that their teachers "sometimes" or "usually" require them to improve, revise, or edit what they have written. The relationship between student answers to the question and test scores is inconsistent.

## Question 9

Question 9 asked students to indicate how much writing they did during a week for their own personal enjoyment.

### Fifth Grade

About how many hours a week do you spend writing stories, poems, or letters just for the fun of it (not school work)?

| ANSWER CHOICES | PERCENT OF RESPONSES | NUMBER OF RESPONSES | MEAN SCORES | | | |
|---|---|---|---|---|---|---|
| | | | HOL. EX. #1 | HOL. EX. #2 | P. T. EX. #1 | P. T. EX. #2 |
| 4 or more hours per week | 10.9% | 128 | 5.1 | 4.1 | 2.7 | 2.1 |
| 1-3 hours per week | 34.2% | 402 | 5.1 | 4.0 | 2.6 | 2.0 |
| Less than one hour per week | 54.9% | 646 | 4.7 | 3.8 | 2.5 | 2.0 |

### Eighth Grade

About how many hours a week do you spend writing for your own enjoyment (not school assignments)?

| ANSWER CHOICES | PERCENT OF RESPONSES | NUMBER OF RESPONSES | MEAN SCORES | | | |
|---|---|---|---|---|---|---|
| | | | HOL. EX. #1 | HOL. EX. #2 | P. T. EX. #1 | P. T. EX. #2 |
| 4 or more hours per week | 7.4% | 84 | 5.2 | 4.9 | 2.8 | 2.5 |
| 1-3 hours per week | 28.5% | 323 | 5.3 | 5.0 | 2.9 | 2.5 |
| Less than one hour per week | 64.1% | 728 | 5.1 | 4.9 | 2.8 | 2.5 |

## Eleventh Grade

About how many hours a week do you spend writing for your own enjoyment (not school assignments)?

| ANSWER CHOICES | PERCENT OF RESPONSES | NUMBER OF RESPONSES | MEAN SCORES | | | |
|---|---|---|---|---|---|---|
| | | | HOL. EX. #1 | HOL. EX. #2 | P. T. EX. #1 | P. T. EX. #2 |
| 4 or more hours per week | 6.2% | 63 | 5.1 | 4.8 | 2.9 | 2.8 |
| 1-3 hours per week | 23.4% | 236 | 5.1 | 4.9 | 2.9 | 2.8 |
| Less than one hour per week | 70.4% | 711 | 4.9 | 4.8 | 2.8 | 2.8 |

The number of hours students report they write each week for personal enjoyment drops from grade 5 to grade 8 to grade 11. There is no apparent relationship between test scores and the number of hours each week students report they write for personal enjoyment.

**Question 10**

This question asked students to indicate how much they like to write.

Fifth Grade

I enjoy writing.

| ANSWER CHOICES | PERCENT OF RESPONSES | NUMBER OF RESPONSES | MEAN SCORES | | | |
|---|---|---|---|---|---|---|
| | | | HOL. EX. #1 | HOL. EX. #2 | P. T. EX. #1 | P. T. EX. #2 |
| Strongly agree | 26.2% | 308 | 5.2 | 4.1 | 2.6 | 2.1 |
| Agree | 43.3% | 508 | 4.9 | 3.9 | 2.6 | 2.0 |
| Uncertain | 23.0% | 270 | 4.8 | 3.8 | 2.5 | 2.1 |
| Disagree | 5.4% | 63 | 4.5 | 3.7 | 2.3 | 1.4 |
| Strongly disagree | 2.1% | 25 | 4.0 | 3.2 | 2.0 | 1.5 |

Eighth Grade

I enjoy writing.

| ANSWER CHOICES | PERCENT OF RESPONSES | NUMBER OF RESPONSES | MEAN SCORES | | | |
|---|---|---|---|---|---|---|
| | | | HOL. EX. #1 | HOL. EX. #2 | P. T. EX. #1 | P. T. EX. #2 |
| Strongly agree | 10.3% | 117 | 5.7 | 5.2 | 3.1 | 2.6 |
| Agree | 41.8% | 475 | 5.3 | 5.0 | 2.9 | 2.5 |
| Uncertain | 35.7% | 406 | 5.0 | 4.9 | 2.8 | 2.4 |
| Disagree | 7.7% | 87 | 5.0 | 4.7 | 2.7 | 2.4 |
| Strongly disagree | 4.6% | 52 | 4.4 | 4.5 | 2.5 | 2.2 |

## Eleventh Grade

I enjoy writing.

| ANSWER CHOICES | PERCENT OF RESPONSES | NUMBER OF RESPONSES | MEAN SCORES | | | |
|---|---|---|---|---|---|---|
| | | | HOL. EX. #1 | HOL. EX. #2 | P. T. EX. #1 | P. T. EX. #2 |
| Strongly agree | 8.9% | 90 | 5.5 | 5.4 | 3.1 | 3.1 |
| Agree | 35.8% | 362 | 5.1 | 5.0 | 2.9 | 2.9 |
| Uncertain | 36.8% | 372 | 4.8 | 4.7 | 2.8 | 2.8 |
| Disagree | 13.9% | 141 | 4.6 | 4.5 | 2.7 | 2.7 |
| Strongly disagree | 4.5% | 46 | 4.7 | 4.6 | 2.8 | 2.7 |

Fifth graders are more likely to report they enjoy writing than eighth or eleventh graders. Furthermore, students having a more positive attitude toward writing scored higher on the writing assessment. This pattern is strongest at the fifth and eighth grades.

The same question was asked by National Assessment. Nationally, students have far less positive attitudes towards writing. For example, the percentages of students nationwide at grades 5, 8, and 11 who "disagree" or "strongly disagree" with the statement are 22.9, 22.4, and 25.2, respectively.

**Question 11**

Students were asked to indicate whether or not they felt others enjoyed their writing.

Fifth Grade

People seem to enjoy what I write.

| ANSWER CHOICES | PERCENT OF RESPONSES | NUMBER OF RESPONSES | MEAN SCORES | | | |
|---|---|---|---|---|---|---|
| | | | HOL. EX. #1 | HOL. EX. #2 | P. T. EX. #1 | P. T. EX. #2 |
| Strongly agree | 8.5% | 100 | 5.2 | 4.0 | 2.7 | 2.1 |
| Agree | 39.1% | 458 | 5.0 | 4.0 | 2.6 | 2.1 |
| Uncertain | 44.6% | 522 | 4.9 | 3.8 | 2.5 | 2.0 |
| Disagree | 5.2% | 61 | 4.3 | 3.4 | 2.4 | 1.9 |
| Strongly disagree | 2.5% | 29 | 3.7 | 3.2 | 2.1 | 1.4 |

Eighth Grade

People seem to enjoy what I write.

| ANSWER CHOICES | PERCENT OF RESPONSES | NUMBER OF RESPONSES | MEAN SCORES | | | |
|---|---|---|---|---|---|---|
| | | | HOL. EX. #1 | HOL. EX. #2 | P. T. EX. #1 | P. T. EX. #2 |
| Strongly agree | 4.9% | 56 | 5.5 | 4.9 | 3.0 | 2.5 |
| Agree | 31.1% | 353 | 5.4 | 5.1 | 2.9 | 2.6 |
| Uncertain | 56.6% | 643 | 5.1 | 4.9 | 2.8 | 2.5 |
| Disagree | 5.5% | 63 | 4.7 | 4.6 | 2.6 | 2.2 |
| Strongly disagree | 1.8% | 21 | 4.4 | 4.4 | 2.5 | 2.0 |

## Eleventh Grade

People seem to enjoy what I write.

| ANSWER CHOICES | PERCENT OF RESPONSES | NUMBER OF RESPONSES | MEAN SCORES | | | |
|---|---|---|---|---|---|---|
| | | | HOL. EX. #1 | HOL. EX. #2 | P. T. EX. #1 | P. T. EX. #2 |
| Strongly agree | 4.2% | 42 | 5.5 | 5.4 | 3.1 | 3.1 |
| Agree | 32.5% | 328 | 5.1 | 5.0 | 3.0 | 3.0 |
| Uncertain | 54.8% | 553 | 4.9 | 4.8 | 2.8 | 2.8 |
| Disagree | 6.4% | 65 | 4.3 | 4.2 | 2.6 | 2.5 |
| Strongly disagree | 2.2% | 22 | 3.9 | 3.8 | 2.5 | 2.5 |

Students who responded positively to the statement, "People seem to enjoy what I write," received higher scores on the writing assessment.

Responses to the same question were reported by NAEP. They show that 24.8 percent at grade 5, 24.8 percent at grade 8, and 19.4 percent at grade 11 answered "disagree" or "strongly disagree." Less than 10 percent of Wisconsin students at each grade answered the same way.

**Question 12**

**Students were asked to state if they felt that writing tended to be a waste of time.**

Fifth Grade

Writing seems to be a waste of time.

| ANSWER CHOICES | PERCENT OF RESPONSES | NUMBER OF RESPONSES | MEAN SCORES | | | |
|---|---|---|---|---|---|---|
| | | | HOL. EX. #1 | HOL. EX. #2 | P. T. EX. #1 | P. T. EX. #2 |
| Strongly agree | 2.9% | 34 | 4.4 | 3.5 | 2.2 | 1.8 |
| Agree | 5.3% | 62 | 4.4 | 3.6 | 2.4 | 1.9 |
| Uncertain | 11.9% | 139 | 4.6 | 3.7 | 2.4 | 1.9 |
| Disagree | 34.1% | 398 | 4.9 | 3.9 | 2.5 | 2.0 |
| Strongly disagree | 45.8% | 534 | 5.1 | 4.0 | 2.6 | 2.1 |

Eighth Grade

Expressing ideas through writing seems to be a waste of time.

| ANSWER CHOICES | PERCENT OF RESPONSES | NUMBER OF RESPONSES | MEAN SCORES | | | |
|---|---|---|---|---|---|---|
| | | | HOL. EX. #1 | HOL. EX. #2 | P. T. EX. #1 | P. T. EX. #2 |
| Strongly agree | 3.3% | 38 | 4.4 | 4.2 | 2.4 | 2.0 |
| Agree | 8.7% | 99 | 4.6 | 4.6 | 2.7 | 2.2 |
| Uncertain | 22.4% | 254 | 4.8 | 4.7 | 2.6 | 2.4 |
| Disagree | 45.3% | 515 | 5.3 | 5.0 | 2.9 | 2 5 |
| Strongly disagree | 20.2% | 230 | 5.6 | 5.2 | 3.0 | 2.7 |

## Eleventh Grade

**Expressing ideas through writing seems to be a waste of time.**

| ANSWER CHOICES | PERCENT OF RESPONSES | NUMBER OF RESPONSES | MEAN SCORES | | | |
|---|---|---|---|---|---|---|
| | | | HOL. EX. #1 | HOL. EX. #2 | P. T. EX. #1 | P. T. EX. #2 |
| Strongly agree | 2.9% | 29 | 4.4 | 4.3 | 2.6 | 2.7 |
| Agree | 8.4% | 85 | 4.3 | 4.1 | 2.6 | 2.6 |
| Uncertain | 17.1% | 173 | 4.6 | 4.4 | 2.7 | 2.6 |
| Disagree | 48.1% | 486 | 5.0 | 4.9 | 2.9 | 2.9 |
| Strongly disagree | 23.5% | 237 | 5.4 | 5.3 | 3.1 | 3.0 |

Relatively few students (approximately 8-12 percent of the students tested) agreed or strongly agreed with the statement that writing seems to be a waste of time. National Assessment reports that 25 percent of fifth graders, 18 percent of eighth graders, and 12 percent of eleventh graders answered "agree" or "strongly agree".

Students who expressed a more positive attitude regarding the importance of writing tended to receive higher scores on the writing exercises.

## Question 13

Question 13 asked students about their perception of their writing skills.

### Fifth Grade

I think that I'm a good writer.

| ANSWER CHOICES | PERCENT OF RESPONSES | NUMBER OF RESPONSES | MEAN SCORES | | | |
|---|---|---|---|---|---|---|
| | | | HOL. EX. #1 | HOL. EX. #2 | P. T. EX. #1 | P. T. EX. #2 |
| Strongly agree | 15.6% | 182 | 5.1 | 3.9 | 2.6 | 2.1 |
| Agree | 42.0% | 491 | 5.0 | 4.0 | 2.6 | 2.1 |
| Uncertain | 30.9% | 361 | 4.8 | 3.8 | 2.5 | 2.0 |
| Disagree | 8.6% | 100 | 4.6 | 3.7 | 2.4 | 1.9 |
| Strongly disagree | 2.9% | 34 | 4.3 | 3.4 | 2.1 | 1.8 |

### Eighth Grade

I think that I'm a good writer.

| ANSWER CHOICES | PERCENT OF RESPONSES | NUMBER OF RESPONSES | MEAN SCORES | | | |
|---|---|---|---|---|---|---|
| | | | HOL. EX. #1 | HOL. EX. #2 | P. T. EX. #1 | P. T. EX. #2 |
| Strongly agree | 5.5% | 63 | 5.3 | 4.9 | 3.0 | 2.5 |
| Agree | 34.5% | 393 | 5.4 | 5.1 | 2.9 | 2.5 |
| Uncertain | 41.9% | 477 | 5.1 | 4.9 | 2.8 | 2.5 |
| Disagree | 13.9% | 158 | 4.7 | 4.7 | 2.6 | 2.3 |
| Strongly disagree | 4.1% | 47 | 4.5 | 4.5 | 2.5 | 2.1 |

## Eleventh Grade

I think that I'm a good writer.

| ANSWER CHOICES | PERCENT OF RESPONSES | NUMBER OF RESPONSES | MEAN SCORES | | | |
|---|---|---|---|---|---|---|
| | | | HOL. EX. #1 | HOL. EX. #2 | P. T. EX. #1 | P. T. EX. #2 |
| Strongly agree | 3.4% | 34 | 5.5 | 5.2 | 3.1 | 3.1 |
| Agree | 33.7% | 341 | 5.2 | 5.1 | 3.0 | 3.0 |
| Uncertain | 45.0% | 455 | 4.9 | 4.8 | 2.8 | 2.8 |
| Disagree | 15.3% | 155 | 4.5 | 4.4 | 2.7 | 2.7 |
| Strongly disagree | 2.6% | 26 | 4.0 | 4.1 | 2.6 | 2.5 |

Students in the fifth grade were more likely to have a positive attitude about their writing skills than eighth and eleventh graders. At each grade level, significant percentages (31-45%) of students answered that they were "uncertain".

In general, students having a more positive evaluation of their writing skills scored higher on the writing assessment exercises.

**Question 14**

A final question asked students if they tended to avoid writing.

Fifth Grade

I avoid writing.

| ANSWER CHOICES | PERCENT OF RESPONSES | NUMBER OF RESPONSES | MEAN SCORES | | | |
|---|---|---|---|---|---|---|
| | | | HOL. EX. #1 | HOL. EX. #2 | P. T. EX. #1 | P. T. EX. #2 |
| Strongly agree | 3.4% | 39 | 4.2 | 3.3 | 2.2 | 1.7 |
| Agree | 6.7% | 78 | 4.5 | 3.6 | 2.3 | 1.8 |
| Uncertain | 16.9% | 196 | 4.7 | 3.7 | 2.5 | 1.9 |
| Disagree | 37.1% | 430 | 4.9 | 3.7 | 2.6 | 2.0 |
| Strongly disagree | 35.9% | 416 | 5.2 | 4.1 | 2.7 | 2.1 |

Eighth Grade

I avoid writing.

| ANSWER CHOICES | PERCENT OF RESPONSES | NUMBER OF RESPONSES | MEAN SCORES | | | |
|---|---|---|---|---|---|---|
| | | | HOL. EX. #1 | HOL. EX. #2 | P. T. EX. #1 | P. T. EX. #2 |
| Strongly agree | 2.9% | 33 | 4.4 | 4.4 | 2.5 | 2.0 |
| Agree | 12.9% | 145 | 4.8 | 4.7 | 2.7 | 2.4 |
| Uncertain | 20.5% | 230 | 4.9 | 4.8 | 2.7 | 2.3 |
| Disagree | 48.3% | 542 | 5.3 | 5.1 | 2.9 | 2.6 |
| Strongly disagree | 15.3% | 172 | 5.5 | 5.1 | 3.0 | 2.6 |

Eleventh Grade

I avoid writing.

| ANSWER CHOICES | PERCENT OF RESPONSES | NUMBER OF RESPONSES | MEAN SCORES | | | |
|---|---|---|---|---|---|---|
| | | | HOL. EX. #1 | HOL. EX. #2 | P. T. EX. #1 | P. T. EX. #2 |
| Strongly agree | 5.0% | 50 | 4.5 | 4.4 | 2.8 | 2.6 |
| Agree | 15.9% | 158 | 4.6 | 4.5 | 2.7 | 2.7 |
| Uncertain | 22.6% | 224 | 4.8 | 4.6 | 2.8 | 2.7 |
| Disagree | 44.0% | 436 | 5.1 | 5.0 | 2.9 | 2.9 |
| Strongly disagree | 12.5% | 124 | 5.3 | 5.3 | 3.1 | 3.1 |

Greater percentages of students in the eighth and eleventh grades than at the fifth grade indicated they "avoid writing."

Students at each grade level who stated that they avoid writing tended to score lower on the writing exercises than students who answered otherwise.

## COMPARISON OF BOYS AND GIRLS ON SELECTED STUDENT QUESTIONNAIRE ITEMS

**Question 4**

Do you write a paper more than once <u>before</u> you turn it in to your teacher?

<u>Fifth Grade</u>

| ANSWER CHOICES | NUMBER OF RESPONSES | | PERCENT OF RESPONSES | |
|---|---|---|---|---|
| | BOYS | GIRLS | BOYS | GIRLS |
| Usually | 174 | 184 | 28.9% | 31.1% |
| Sometimes | 311 | 327 | 51.7% | 55.2% |
| Never | 117 | 81 | 19.4% | 13.7% |
| Total | 602 | 592 | 100.0% | 100.0% |

<u>Eighth Grade</u>

| ANSWER CHOICES | NUMBER OF RESPONSES | | PERCENT OF RESPONSES | |
|---|---|---|---|---|
| | BOYS | GIRLS | BOYS | GIRLS |
| Usually | 248 | 318 | 44.4% | 54.2% |
| Sometimes | 250 | 247 | 44.7% | 42.1% |
| Never | 61 | 22 | 10.9% | 3.7% |
| Total | 559 | 587 | 100.0% | 100.0% |

<u>Eleventh Grade</u>

| ANSWER CHOICES | NUMBER OF RESPONSES | | PERCENT OF RESPONSES | |
|---|---|---|---|---|
| | BOYS | GIRLS | BOYS | GIRLS |
| Usually | 322 | 344 | 54.7% | 70.1% |
| Sometimes | 236 | 139 | 40.1% | 28.3% |
| Never | 31 | 8 | 5.3% | 1.6% |
| Total | 589 | 491 | 100.1% | 100.0% |

At each grade level, girls indicated they are more likely than boys to write a paper more than once before they turn it in to their teachers.

**Question 9**

About how many hours a week do you spend writing stories, poems, or letters just for the fun of it (not school work)?

Fifth Grade

| ANSWER CHOICES | NUMBER OF RESPONSES | | PERCENT OF RESPONSES | |
|---|---|---|---|---|
| | BOYS | GIRLS | BOYS | GIRLS |
| 4 or more hours per week | 51 | 78 | 8.5% | 13.1% |
| 1-3 hours per week | 175 | 233 | 29.1% | 39.2% |
| Less than one hour per week | 376 | 284 | 62.5% | 47.7% |
| Total | 602 | 595 | 100.1% | 100.0% |

Eighth Grade

| ANSWER CHOICES | NUMBER OF RESPONSES | | PERCENT OF RESPONSES | |
|---|---|---|---|---|
| | BOYS | GIRLS | BOYS | GIRLS |
| 4 or more hours per week | 24 | 60 | 4.3% | 10.2% |
| 1-3 hours per week | 112 | 213 | 20.2% | 36.3% |
| Less than one hour per week | 418 | 314 | 75.5% | 53.5% |
| Total | 554 | 587 | 100.0% | 100.0% |

Eleventh Grade

| ANSWER CHOICES | NUMBER OF RESPONSES | | PERCENT OF RESPONSES | |
|---|---|---|---|---|
| | BOYS | GIRLS | BOYS | GIRLS |
| 4 or more hours per week | 27 | 39 | 4.6% | 7.9% |
| 1-3 hours per week | 84 | 166 | 14.5% | 33.8% |
| Less than one hour per week | 470 | 286 | 80.9% | 58.2% |
| Total | 581 | 491 | 100.0% | 99.9% |

At each grade level, girls indicated they were more likely to write for their own "enjoyment" than boys.

**Question 10**

I enjoy writing.

Fifth Grade

| ANSWER CHOICES | NUMBER OF RESPONSES | | PERCENT OF RESPONSES | |
|---|---|---|---|---|
| | BOYS | GIRLS | BOYS | GIRLS |
| 1. Strongly Agree | 134 | 180 | 22.3% | 30.4% |
| 2. Agree | 244 | 275 | 40.5% | 46.4% |
| 3. Uncertain | 161 | 112 | 26.7% | 18.9% |
| 4. Disagree | 44 | 19 | 7.3% | 3.2% |
| 5. Strongly Disagree | 19 | 7 | 3.2% | 1.2% |
| Total | 602 | 593 | 100.0% | 100.1% |

Eighth Grade

| ANSWER CHOICES | NUMBER OF RESPONSES | | PERCENT OF RESPONSES | |
|---|---|---|---|---|
| | BOYS | GIRLS | BOYS | GIRLS |
| 1. Strongly Agree | 37 | 81 | 6.7% | 13.8% |
| 2. Agree | 189 | 290 | 34.0% | 49.4% |
| 3. Uncertain | 230 | 176 | 41.4% | 30.0% |
| 4. Disagree | 63 | 25 | 11.3% | 4.3% |
| 5. Strongly Disagree | 37 | 15 | 6.7% | 2.6% |
| Total | 556 | 587 | 100.1% | 100.1% |

Eleventh Grade

| ANSWER CHOICES | NUMBER OF RESPONSES | | PERCENT OF RESPONSES | |
|---|---|---|---|---|
| | BOYS | GIRLS | BOYS | GIRLS |
| 1. Strongly Agree | 34 | 59 | 5.8% | 12.1% |
| 2. Agree | 176 | 209 | 30.2% | 42.7% |
| 3. Uncertain | 230 | 166 | 39.5% | 33.9% |
| 4. Disagree | 108 | 42 | 18.5% | 8.6% |
| 5. Strongly Disagree | 35 | 13 | 6.0% | 2.7% |
| Total | 583 | 489 | 100.0% | 100.0% |

A greater percentage of girls than boys at each grade level indicated they "enjoy" writing.

**Question 12**

**Writing seems to be a waste of time.**

Fifth Grade

| ANSWER CHOICES | NUMBER OF RESPONSES | | PERCENT OF RESPONSES | |
|---|---|---|---|---|
| | BOYS | GIRLS | BOYS | GIRLS |
| 1. Strongly Agree | 23 | 11 | 3.9% | 1.9% |
| 2. Agree | 40 | 22 | 6.7% | 3.7% |
| 3. Uncertain | 93 | 52 | 15.6% | 8.8% |
| 4. Disagree | 200 | 204 | 33.5% | 34.5% |
| 5. Strongly Disagree | 241 | 302 | 40.3% | 51.1% |
| Total | 597 | 591 | 100.0% | 100.0% |

Eighth Grade

| ANSWER CHOICES | NUMBER OF RESPONSES | | PERCENT OF RESPONSES | |
|---|---|---|---|---|
| | BOYS | GIRLS | BOYS | GIRLS |
| 1. Strongly Agree | 23 | 15 | 4.1% | 2.6% |
| 2. Agree | 74 | 25 | 13.3% | 4.3% |
| 3. Uncertain | 164 | 91 | 29.4% | 15.6% |
| 4. Disagree | 208 | 310 | 37.3% | 53.0% |
| 5. Strongly Disagree | 88 | 144 | 15.8% | 24.6% |
| Total | 557 | 585 | 99.9% | 100.1% |

Eleventh Grade

| ANSWER CHOICES | NUMBER OF RESPONSES | | PERCENT OF RESPONSES | |
|---|---|---|---|---|
| | BOYS | GIRLS | BOYS | GIRLS |
| 1. Strongly Agree | 22 | 7 | 3.8% | 1.4% |
| 2. Agree | 66 | 25 | 11.3% | 5.1% |
| 3. Uncertain | 115 | 67 | 19.8% | 13.7% |
| 4. Disagree | 280 | 234 | 48.1% | 47.9% |
| 5. Strongly Disagree | 99 | 156 | 17.0% | 31.9% |
| Total | 582 | 489 | 100.0% | 100.0% |

At each grade level, boys were more likely than girls to agree with the statement, "Writing seems to be a waste of time".

**Question 13**

I think that I'm a good writer.

Fifth Grade

| ANSWER CHOICES | NUMBER OF RESPONSES | | PERCENT OF RESPONSES | |
|---|---|---|---|---|
| | BOYS | GIRLS | BOYS | GIRLS |
| 1. Strongly Agree | 97 | 89 | 16.2% | 15.1% |
| 2. Agree | 232 | 269 | 38.8% | 45.5% |
| 3. Uncertain | 184 | 184 | 30.8% | 31.1% |
| 4. Disagree | 63 | 37 | 10.5% | 6.3% |
| 5. Strongly Disagree | 22 | 12 | 3.7% | 2.0% |
| Total | 598 | 591 | 100.0% | 100.0% |

Eighth Grade

| ANSWER CHOICES | NUMBER OF RESPONSES | | PERCENT OF RESPONSES | |
|---|---|---|---|---|
| | BOYS | GIRLS | BOYS | GIRLS |
| 1. Strongly Agree | 38 | 27 | 6.8% | 4.6% |
| 2. Agree | 195 | 200 | 34.9% | 34.1% |
| 3. Uncertain | 202 | 277 | 36.2% | 47.3% |
| 4. Disagree | 96 | 62 | 17.2% | 10.6% |
| 5. Strongly Disagree | 27 | 20 | 4.8% | 3.4% |
| Total | 558 | 586 | 99.9% | 100.0% |

## Eleventh Grade

| ANSWER CHOICES | NUMBER OF RESPONSES | | PERCENT OF RESPONSES | |
|---|---|---|---|---|
| | BOYS | GIRLS | BOYS | GIRLS |
| 1. Strongly Agree | 16 | 18 | 2.7% | 3.7% |
| 2. Agree | 204 | 160 | 34.9% | 32.7% |
| 3. Uncertain | 255 | 228 | 43.6% | 46.5% |
| 4. Disagree | 94 | 73 | 16.1% | 14.9% |
| 5. Strongly Disagree | 16 | 11 | 2.7% | 2.2% |
| Total | 585 | 490 | 100.0% | 100.0% |

Girls in the fifth grade are more likely to feel they are good writers than boys. Eighth and eleventh grade girls tend to be more "uncertain" about their writing skills than girls in grade 5.

Boys in the eighth and eleventh grades tend to have more definite feelings about their writing skills than girls. That is, smaller percentages of boys indicate they are "uncertain" about their ability to write.

**Question 14**

I avoid writing.

Fifth Grade

| ANSWER CHOICES | NUMBER OF RESPONSES | | PERCENT OF RESPONSES | |
|---|---|---|---|---|
| | BOYS | GIRLS | BOYS | GIRLS |
| 1. Strongly Agree | 24 | 15 | 4.0% | 2.6% |
| 2. Agree | 55 | 23 | 9.3% | 3.9% |
| 3. Uncertain | 117 | 87 | 19.7% | 14.8% |
| 4. Disagree | 222 | 217 | 37.4% | 37.0% |
| 5. Strongly Disagree | 176 | 244 | 29.6% | 41.6% |
| Total | 594 | 586 | 100.0% | 99.9% |

Eighth Grade

| ANSWER CHOICES | NUMBER OF RESPONSES | | PERCENT OF RESPONSES | |
|---|---|---|---|---|
| | BOYS | GIRLS | BOYS | GIRLS |
| 1. Strongly Agree | 27 | 6 | 4.9% | 1.0% |
| 2. Agree | 100 | 45 | 18.2% | 7.8% |
| 3. Uncertain | 137 | 94 | 25.0% | 16.2% |
| 4. Disagree | 233 | 312 | 42.4% | 53.9% |
| 5. Strongly Disagree | 52 | 122 | 9.5% | 21.1% |
| Total | 549 | 579 | 100.0% | 100.0% |

Eleventh Grade

| ANSWER CHOICES | NUMBER OF RESPONSES | | PERCENT OF RESPONSES | |
|---|---|---|---|---|
| | BOYS | GIRLS | BOYS | GIRLS |
| 1. Strongly Agree | 38 | 14 | 6.6% | 2.9% |
| 2. Agree | 127 | 44 | 22.0% | 9.1% |
| 3. Uncertain | 144 | 95 | 25.0% | 19.8% |
| 4. Disagree | 225 | 239 | 39.0% | 49.7% |
| 5. Strongly Disagree | 43 | 89 | 7.5% | 18.5% |
| Total | 577 | 481 | 100.1% | 100.0% |

At each grade level, more than twice as many boys as girls were likely to agree or strongly agree with the statement, "I avoid writing". Boys also were more likely to answer "uncertain".

## A STUDY OF REVISION IN THE 1984 WISCONSIN WRITING ASSESSMENT

In addition to the statewide assessment of student writing skills, the 1984 Wisconsin Writing Assessment was designed to provide an opportunity to measure students' capacity to revise their own compositions. One exercise at each grade tested required students to develop a rough draft composition on one day and revise the rough draft into a final composition on another day.

About 1,200 students in each grade level wrote responses to the rough draft/final copy exercises. From these papers, approximately 450 final papers with their rough draft copies were selected at each grade for a revision study. The aim of this study was three-fold:

1. to determine if the students revised their essays;
2. to observe and describe the kinds, quality, and extent of revisions made; and
3. to provide suggestions for teaching revision skills.

### The Revision Study Design

The 1984 revision study was similar to the original study conducted in 1981. The criteria for evaluating student revisions were developed in 1981 by a group of Wisconsin English/language arts educators and staff members from the Department of Public Instruction. These criteria were used in the 1981 and 1984 revision studies. The following is a summary of the information evaluated. Copies of the complete report are available from the Pupil Assessment Program office.

### Kinds of Revisions

Each essay was evaluated for evidence of the following seven characteristics:

| Characteristic | Description |
|---|---|
| Prewriting | Evidence of planning for writing with words, notes, fragments, outlines. |
| Surface Features | Changes in legibility, mechanics, punctuation, spelling, capitalization, usage. |
| Information | Addition or deletion of factual information. |
| Sentence Combining and Rewording | Evidence of changes in sentence development, including combining and rewording. |
| Beginnings | Evidence of changes in introductory sentence(s), paragraph. |
| Endings | Evidence of changes in summary, clincher or closing sentence(s). |

| | |
|---|---|
| Reorganization | Recognizable structural changes in paragraphing to reorganize thought process in essay. Creation of topic sentence in paragraph organization. |

Workshop participants noted whether or not students did any prewriting. For the other six characteristics, workshop participants judged whether the revisions made improved the final copy, made it worse, or made no difference.

**Extent of Revision**

In addition to analyzing the kinds of revisions, workshop participants evaluated the overall extent of revisions made on each essay according to one of the following scales.

5th and 8th Grade

Scale 1-4

1 = No significant change or revision.

2 = Some evidence of change in fewer than half the sentences or paragraphs.

3 = Significant evidence of change in more than half the sentences and/or paragraphs.

4 = Evidence of radical revision with totally different rough draft and final copy papers; complete revamping.

11th Grade

Scale 1-5

1 = No evidence of revision. No single cosmetic change; mere recopying of draft.

2 = Simple changes in surface features, information, rewording, addition or deletion of single sentence.

3 = One-third to one-half of sentences show revision with substantial changes in more than one area.

4 = More than one-half of sentences show extensive revisions including reorganization, changes in beginnings and endings.

5 = Radical change from rough draft to final copy showing change of approach, focus, ideas. Final is a new topic.

**Quality of Revision**

Besides evaluating the kinds and extent of revisions made, workshop participants judged the quality of the total revision efforts based on reading rough drafts and final copies. The same scale, described below, was used to evaluate the quality of revisions at all three grade levels.

Scale

+ = Evidence of improvement between draft and final copy.

0 = No evidence of improvement or deterioration between draft and final copy.

- = Evidence of deterioration between draft and final copy.

## Findings of the Revision Study

**Summary: Kinds, Extent, and Quality of Revision**

The workshop participants evaluated revision efforts made by students, noted observations, and made suggestions for teaching writing and revision skills at grades 5, 8, and 11. Selected findings are shown below.

1. At each grade level, students who showed evidence of prewriting, received higher holistic and primary trait scores.

2. Approximately 25 percent of the fifth graders, 19 percent of the eighth graders, and 26 percent of the eleventh graders showed evidence of prewriting, indicating that there was very little difference among grade levels in the percentage of students who did prewriting.

3. At all grade levels, students who received higher holistic and primary trait scores were more likely to have revised their papers.

4. Compared to fifth and eighth graders, eleventh graders were more likely to have revised their papers. Approximately 80 percent of the fifth and eighth grade students revised their papers; about 96 percent of the eleventh grade students revised their papers.

5. About one-third of the fifth and eighth grade students who made revisions improved their papers by doing so; however, about two-thirds made revisions which were unproductive, making no difference in the quality of their papers. In contrast, about 70 percent of the eleventh grade students who made revisions improved the quality of their papers by doing so; about 27 percent made revisions which made no difference in the quality of their papers.

6. Fifth and eighth grade students appear to perceive revision as merely recopying their rough drafts and making few significant changes. For example, about 20 percent of the fifth and eighth graders showed evidence of reorganizing their papers. Many of the students at these grade levels who attempted to "reorganize" their papers simply moved or exchanged the

locations of sentences or paragraphs, rather than restructuring them. Eleventh grade students showed a greater capacity for making structural changes with about 50 percent of them showing evidence of having made reorganizational changes.

7. In grades 5 and 11, girls were more likely than boys to show evidence of prewriting. At grade 8, there was no significant difference.

8. At all grade levels, the percentages of boys and girls who revised their papers were about the same. However, girls who revised their papers were more likely than boys to produce an improved paper.

## Relationship Between Student Responses to the Questionnaire and the Revision Study

Student responses to the writing questionnaire and results of the revision study were analyzed. The following represent several important findings.

1. Students who indicated on the questionnaire that they write a paper more than once before they turn it in were more likely to show evidence of prewriting.

2. Students who indicated they are good writers were more likely to prewrite than students who indicated otherwise.

3. Over 90 percent of the students at each grade level reported that their teachers "usually" or "sometimes" ask them to do prewriting. However, only 23 percent of the students showed evidence of prewriting.

4. The number of hours students spend writing in school is unrelated to the kind, extent, or quality of revisions made by students on the writing exercises.

5. Even though more than 95 percent of the students reported that their teachers "usually" or "sometimes" correct capitalization, punctuation, or spelling, only 62 percent of fifth graders, 36 percent of eighth graders, and 70 percent of eleventh graders made surface feature changes on their papers.

6. Students who indicated that their teachers are likely to make written comments, talk about ways to improve papers, or require them to revise what they've written were no more likely to revise their papers than students who reported their teachers did not use these strategies.

7. There is no apparent relationship between the attitudes students have toward writing or the amount of time they write for personal enjoyment and the kinds, extent, or quality of revisions made by students.

## SUMMARY OF WRITING
## CURRICULAR AND INSTRUCTIONAL RECOMMENDATIONS

Recommendations for improving the teaching of writing in Wisconsin public schools were developed. These recommendations were based on an analysis of the results of the 1984 statewide assessment of writing and student responses to a questionnaire on the test. Participants in the Writing Assessment Workshop, held in October 1984, drafted these recommendations, which were subsequently approved by the Wisconsin Council of Teachers of English.

### Program-Level Concerns

1. Writing instruction is more effective and efficient when a district develops a systematic program at all levels (K-12) and across all content areas.

2. Every district should develop and implement an annual writing assessment program involving the collection and evaluation of writing samples. Such a program is essential to curriculum evaluation and planning.

### Instructional Concerns

1. Students will learn to use the writing process most effectively through demonstration and guided practice. Telling students about the process is not enough. Teachers should consider writing with the students to demonstrate the process of writing.

2. Teachers should share student written sample papers with students and demonstrate how the strengths and weaknesses of the sample papers relate to the students' own writing.

3. Assignments must be presented in the context of purpose and audience. The teacher should not be the sole audience. Students need practice with a wide variety of authentic purposes and audiences in order to develop as writers. Writing for different audiences requires different strategies and skills. Writing for an audience reinforces the fact that writing is communicating.

4. The selection of writing topics is extremely important. For this reason, teachers should give careful consideration to students' background knowledge and interests when they choose writing assignments.

5. Teachers should encourage and provide time for ungraded personal writing (journals, letters, freewriting, poetry, diaries) to enhance writing as a means of personal expression and discovery.

6. To be helpful to the student, the evaluation of writing must be specific to the instructional purpose and the student's level of development. Teachers should employ a variety of evaluation techniques, including holistic, primary trait, and analytic methods. Effective instruction does not require the teacher to evaluate every writing assignment given to students.

7. Effective instruction provides for prewriting:

   —Students should acquire a diverse repertoire of prewriting strategies, including freewriting, questioning, note-taking, brainstorming, conceptual mapping, outlining, discussion, and creative dramatics. Class time spent on preparation for writing is worthwhile.

   —Students are more likely to employ prewriting if teachers take ample time for demonstration and guided practice.

8. Effective instruction provides for revision:

   —Students need to learn to distinguish between revising and copyediting.

   —Students need to be provided adequate time for revision.

   —Early in the revision process, students should be taught to look beyond word-level corrections to matters of purpose, audience, organization, and tone.

   —Teachers should employ a variety of revision techniques, including conferencing, peer editing, and using checklists, guides, and reference materials such as dictionaries and handbooks.

   —Having teachers do extensive copyediting on final drafts does not lead to students' learning usage and mechanics. Instruction on these surface features of language should occur in the context of the students' own writing at a point in the process when students are still free to make changes.

   —Revision guides should be specific to the assignment. When used for peer editing, they should emphasize description and interpretation rather than evaluation.

9. Effective instruction in the writing process helps to create more positive attitudes toward writing. Such attitudes correlate with success in writing.

**Professional Concerns**

1. In-service training is essential to a successful district-wide writing program. Research and pedagogy in writing have changed so dramatically in recent years that few teachers have had appropriate pre-service training in the teaching of writing.

2. Effective writing instruction takes time. Teachers can improve the quality of writing if their class loads and associated responsibilities are reasonable. The National Council of Teachers of English recommends a class size of no more than 25, with secondary teachers limited to 100 students. Teachers need two hours per day for planning, reading, and responding to student writing.

## COMPREHENSIVE TESTS OF BASIC SKILLS

### Background

Since 1976, the Comprehensive Tests of Basic Skills (CTBS*) has been administered annually to random samples of Wisconsin fourth, eighth, and eleventh** graders. These students are tested in three subject areas: reading, language, and mathematics.

The CTBS is designed to compare the performance of individuals or groups to a national average. The national averages for the CTBS were determined by testing students at various grade levels in schools selected from throughout the United States. These students constituted the national norm groups, and their scores are the basis of comparison for all other students who take the CTBS.

The CTBS scores are presented as percentiles ranging from 1 through 99. These scores have meaning as they relate to the scores of the norm group. For example, an average percentile score of 71 in mathematics for Wisconsin eighth graders means that they scored the same or higher than 71 percent of the students in the original norm group. (See "Interpreting Percentile Scores" on page 90.)

Beginning in 1982, a new edition of the CTBS was used for statewide assessment. The new edition, Form U, was normed on national samples of students in 1981; the previously used edition, Form T, was normed in 1971. Since the two tests were normed on different national sample groups, an equating study was conducted by the test publisher to relate performance on the two test forms. The equated test results for 1976-1984 are shown in this report.

* Published by CTB/McGraw-Hill

** From 1976 through 1980, twelfth graders, instead of eleventh graders, were tested.

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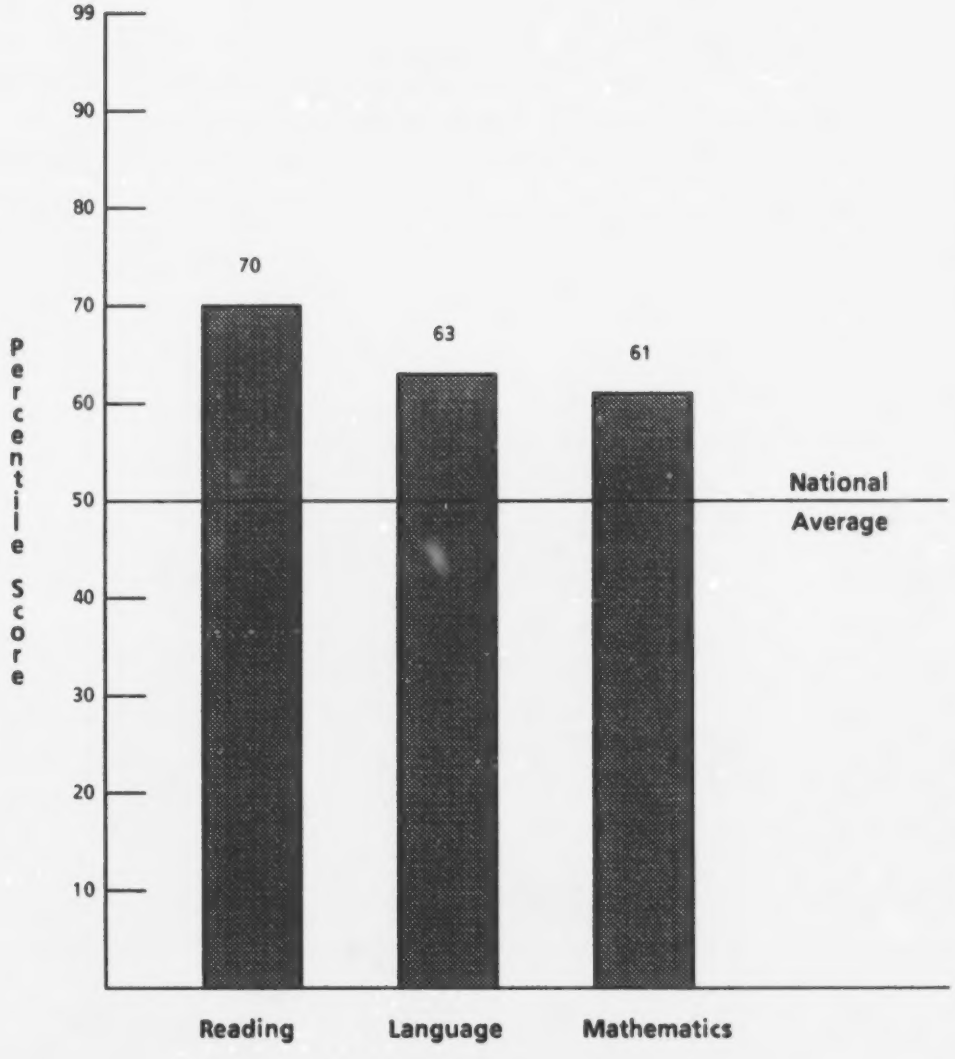
## 1984 CTBS RESULTS

### Fourth Grade

The average fourth grader in Wisconsin scored at the 70th percentile in reading, the 63rd percentile in language, and the 61st percentile in mathematics. The national average on each of these tests is the 50th percentile.

**Median Percentile Scores of Wisconsin Fourth Grade Students Compared to the National Average***




* Although the percentile scores on this graph appear as equal-interval, these intervals are not the same throughout the distribution.

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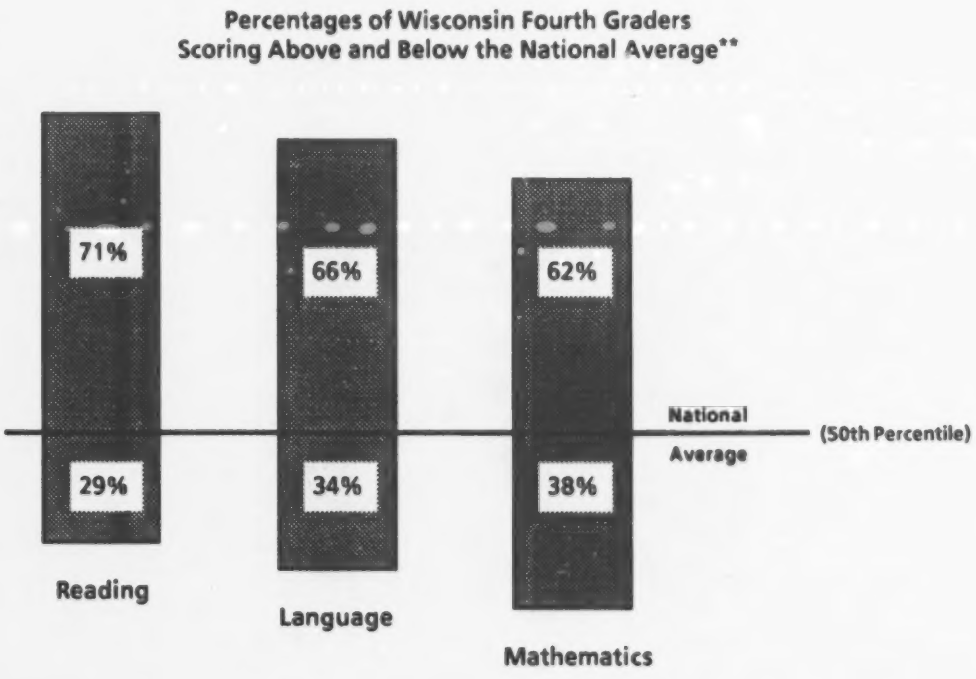
Although the average Wisconsin fourth grader scored above the national average on the CTBS reading, language, and mathematics tests, approximately 33 percent scored below the national average. Projecting this figure to all Wisconsin fourth graders shows that about 18,000 of 49,000 fourth grade students would score below the national average in these subjects.

Percentages and Estimated Numbers of Wisconsin Fourth Graders Scoring in Selected Percentile Categories*

| Percentile Range | Reading | | Language | | Mathematics | |
|---|---|---|---|---|---|---|
| Above 75th percentile | 43% | 21,141 | 32% | 15,733 | 31% | 15,241 |
| 51st-75th percentile | 28% | 13,766 | 34% | 16,716 | 31% | 15,241 |
| 26th-50th percentile | 20% | 9,833 | 24% | 11,800 | 25% | 12,291 |
| Below 26th percentile | 9% | 4,425 | 10% | 4,917 | 13% | 6,391 |

Total Fourth Grade Enrollment = 49,165

*Percentages shown in this table are rounded. The numbers shown are projections based on the results of statewide sampling.




** Percentages shown on this graph are rounded.

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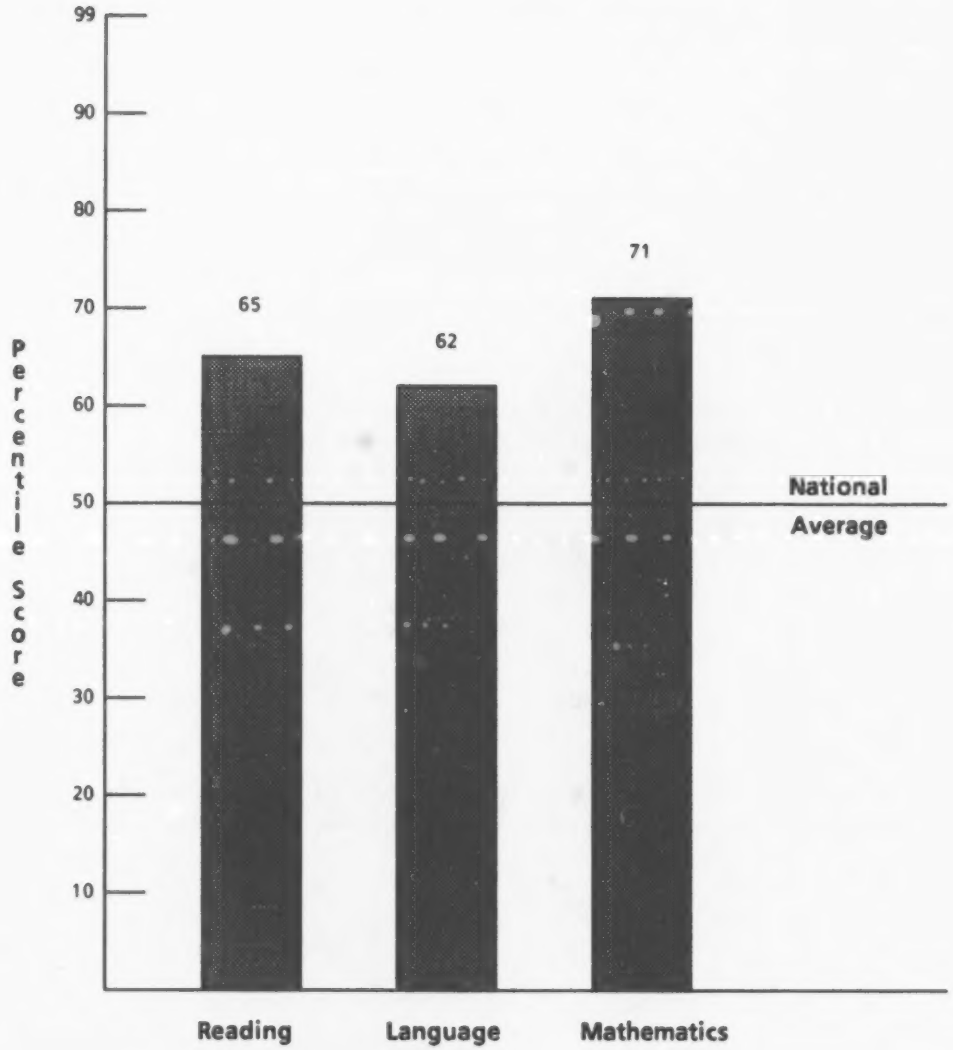
## Eighth Grade

The average Wisconsin eighth grader scored at the 65th percentile in reading, the 62nd percentile in language, and the 71st percentile in mathematics. The national average on each of these tests is the 50th percentile.

**Median Percentile Scores of Wisconsin Eighth Grade Students Compared to the National Average***




* Although the percentile scores on this graph appear as equal-interval, these intervals are not the same throughout the distribution.

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Although the average Wisconsin eighth grader scored above the national average on the CTBS reading, language, and mathematics tests, approximately 32 percent scored below the national average. Projecting this figure to all Wisconsin eighth graders shows that about 20,000 of 62,000 eighth grade students would score below the national average in these subjects.

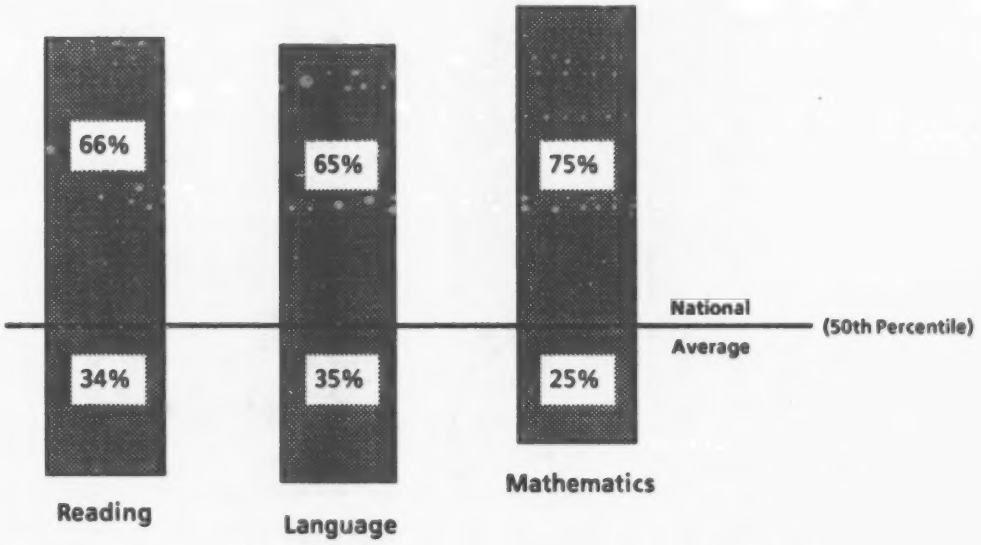
Percentages and Estimated Numbers of Wisconsin Eighth Graders Scoring in Selected Percentile Categories*

| Percentile Range | Reading | | Language | | Mathematics | |
|---|---|---|---|---|---|---|
| Above 75th percentile | 38% | 23,494 | 34% | 21,021 | 42% | 25,967 |
| 51st-75th percentile | 29% | 17,930 | 31% | 19,166 | 33% | 20,403 |
| 26th-50th percentile | 23% | 14,220 | 25% | 15,457 | 19% | 11,747 |
| Below 26th percentile | 11% | 6,801 | 10% | 6,183 | 7% | 4,328 |

Total Eighth Grade Enrollment = 61,827

*Percentages shown in this table are rounded. The numbers shown are projections based on the results of statewide sampling.

**Percentages of Wisconsin Eighth Graders Scoring Above and Below the National Average****




** Percentages shown on this graph are rounded.

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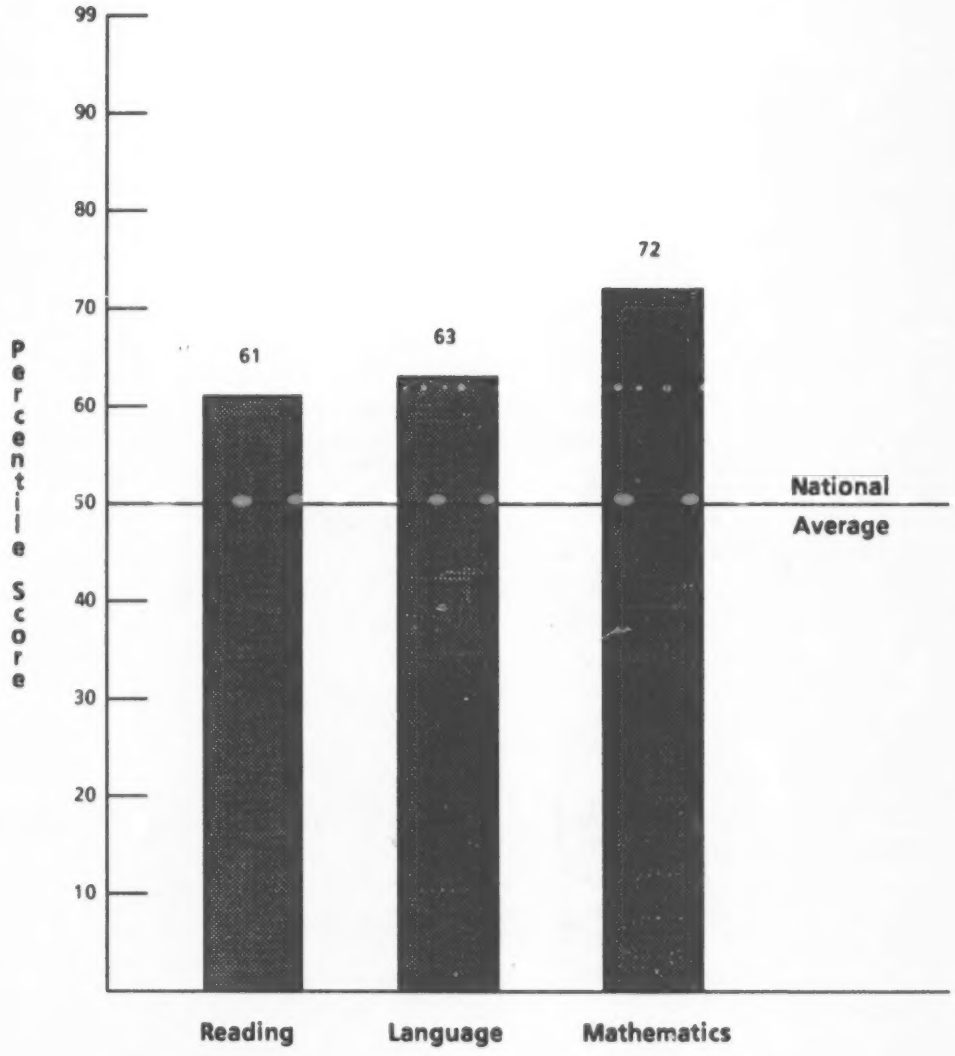
## Eleventh Grade

The average Wisconsin eleventh grader scored at the 61st percentile in reading, the 63rd percentile in language, and the 72nd percentile in mathematics. The national average on each of these tests is the 50th percentile.

**Median Percentile Scores of Wisconsin Eleventh Grade Students Compared to the National Average***




* Although the percentile scores on this graph appear as equal-interval, these intervals are not the same throughout the distribution.

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Although the average Wisconsin eleventh grader scored above the national average on the CTBS reading, language, and mathematics tests, approximately 35 percent scored below the national average. Projecting this figure to all Wisconsin eleventh graders shows that about 23,000 of 66,000 eleventh grade students would score below the national average in these subjects.

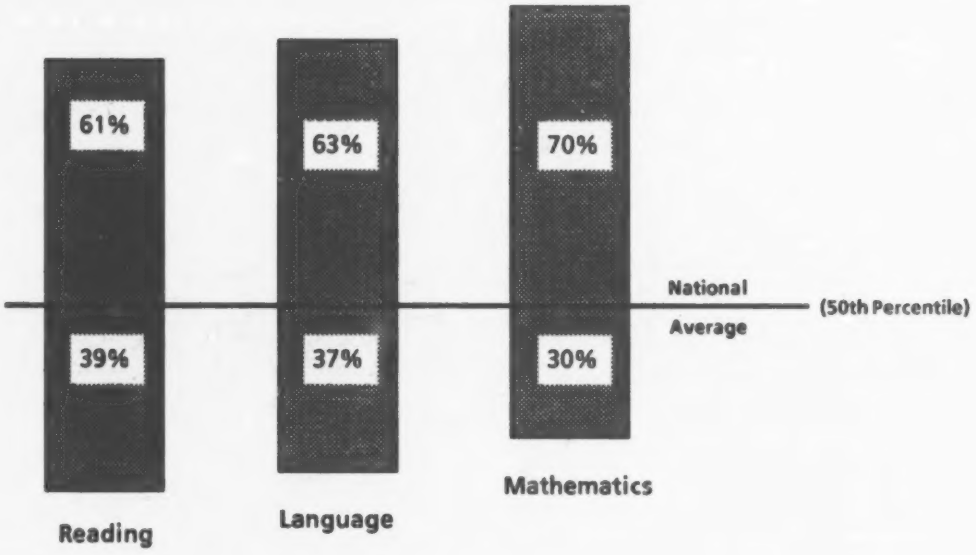
Percentages and Estimated Numbers of Wisconsin Eleventh Graders Scoring in Selected Percentile Categories*

| Percentile Range | Reading | | Language | | Mathematics | |
|---|---|---|---|---|---|---|
| Above 75th percentile | 32% | 21,252 | 34% | 22,581 | 46% | 30,550 |
| 51st-75th percentile | 29% | 19,260 | 29% | 19,260 | 24% | 15,939 |
| 26th-50th percentile | 26% | 17,268 | 23% | 15,275 | 18% | 11,955 |
| Below 26th percentile | 13% | 8,634 | 13% | 8,634 | 12% | 7,970 |

Total Eleventh Grade Enrollment = 66,414

*Percentages shown in this table are rounded. The numbers shown are projections based on the results of statewide sampling.

Percentages of Wisconsin Eleventh Graders Scoring Above and Below the National Average**




** Percentages shown on this graph are rounded.

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## COMPARISON OF 1976-1984 CTBS RESULTS

The graphs on pages 91-93 show the results at grades 4, 8, and 11/12 on the Comprehensive Tests of Basic Skills during the past nine years. From 1976-1981, CTBS Form T was administered.

Since 1982, CTBS Form U has been used. The graphs show the results of CTBS Form T "equated" to the newer CTBS Form U. In other words, the percentile scores shown for 1976-1981 are the scores that Wisconsin students theoretically would have obtained had they taken the CTBS Form U.

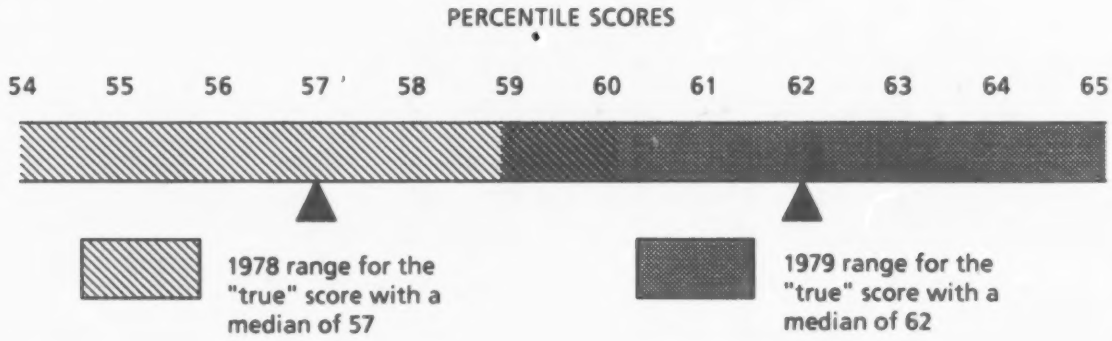
### Interpreting Percentile Scores

It is important to recognize that any score derived through sampling is an estimate of the "true" score that would have been obtained if the total population had been tested. In practical terms, this means that if all students at a grade level were tested on the CTBS, it is likely that the percentile scores would be slightly different from those gathered through sampling.

In general, the reported percentile scores on the CTBS can be shown to fall within two or three points of the "true" mean or median.

As an example, the median scores of eighth graders on the reading test are at the 57th percentile in 1978 and the 62nd percentile in 1979. Based on a range of three points either side of these scores, the "true" percentile score for 1978 falls between the 54th and 60th percentiles. For 1979, the range is between the 59th and 65th percentiles. (This is based on a 95 percent confidence level.)

In effect, it is possible that the "true" percentile scores in the above example for 1978 and 1979 are identical. That is, the true percentile score may fall in the overlapping area as indicated below.




When comparing scores derived through sampling, it is important to calculate the possible range for the score. In general, at least five percentile points between CTBS scores is necessary before concluding that there is a difference in the "true" scores and not a random fluctuation. Therefore, while there is variation on each of the subject areas tested over the nine-year period, no clear-cut pattern is apparent.

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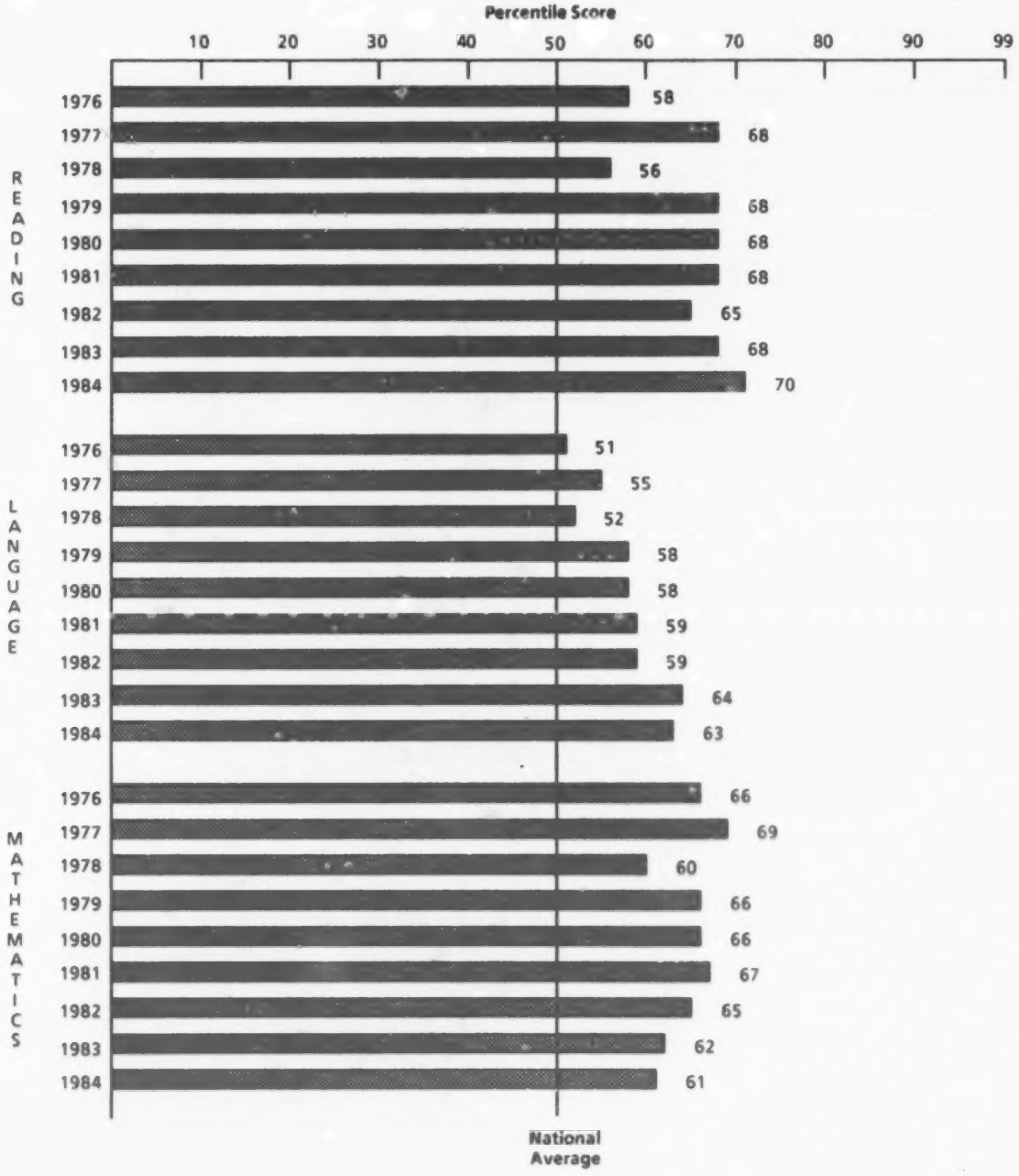
## Comparison of the Wisconsin Fourth Grade Scores to the National Average on the Comprehensive Tests of Basic Skills 1976-1984




Scores of fourth graders over the nine-year period ranged from the 56th to the 70th percentile in reading, the 51st to the 64th percentile in language, and the 60th to the 69th percentile in mathematics.

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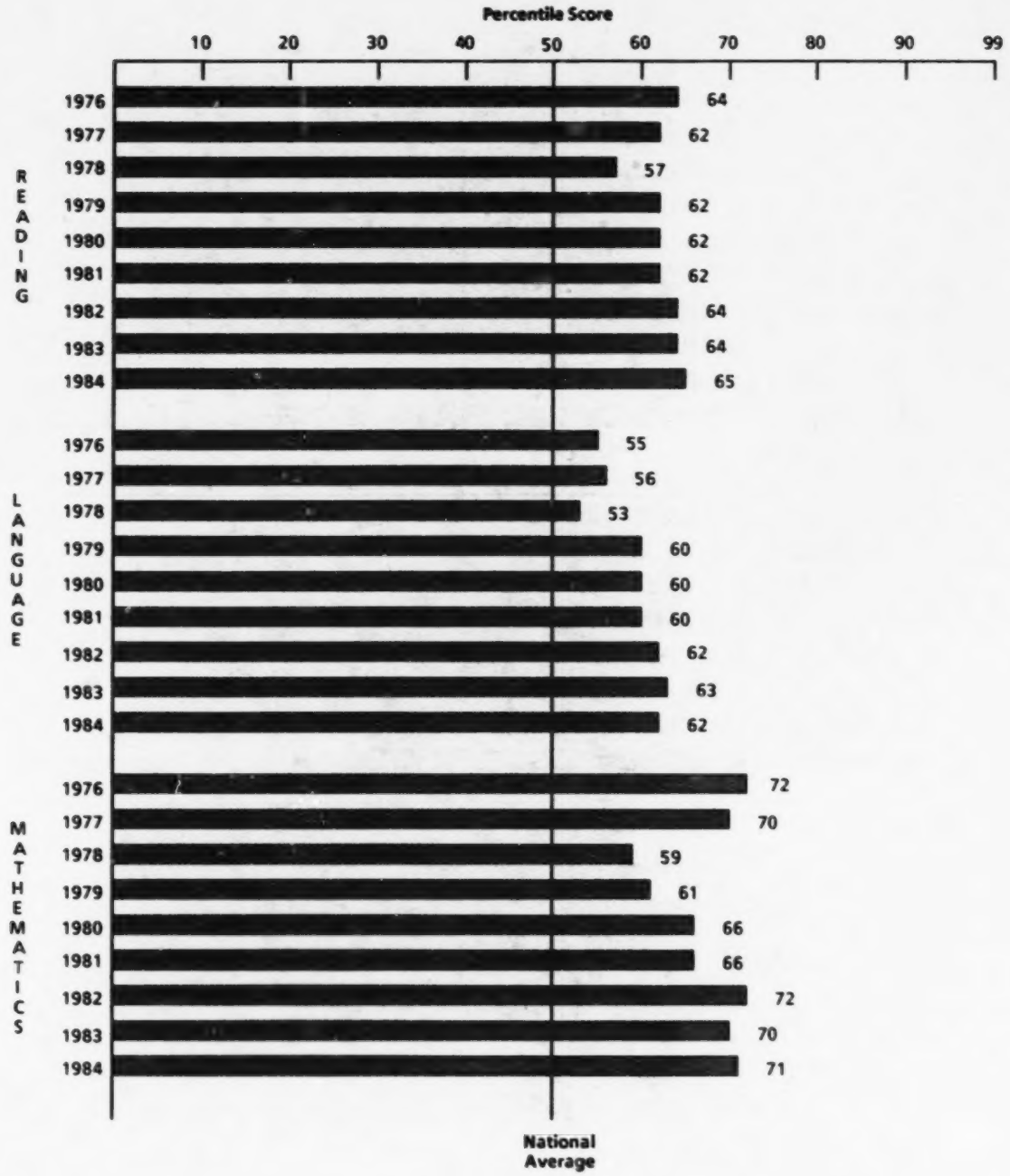
## Comparison of the Wisconsin Eighth Grade Scores to the National Average on the Comprehensive Tests of Basic Skills 1976-1984




Scores of eighth graders over the nine-year period ranged from the 57th to the 65th percentile in reading, the 53rd to the 63rd percentile in language, and the 59th to the 72nd percentile in mathematics.

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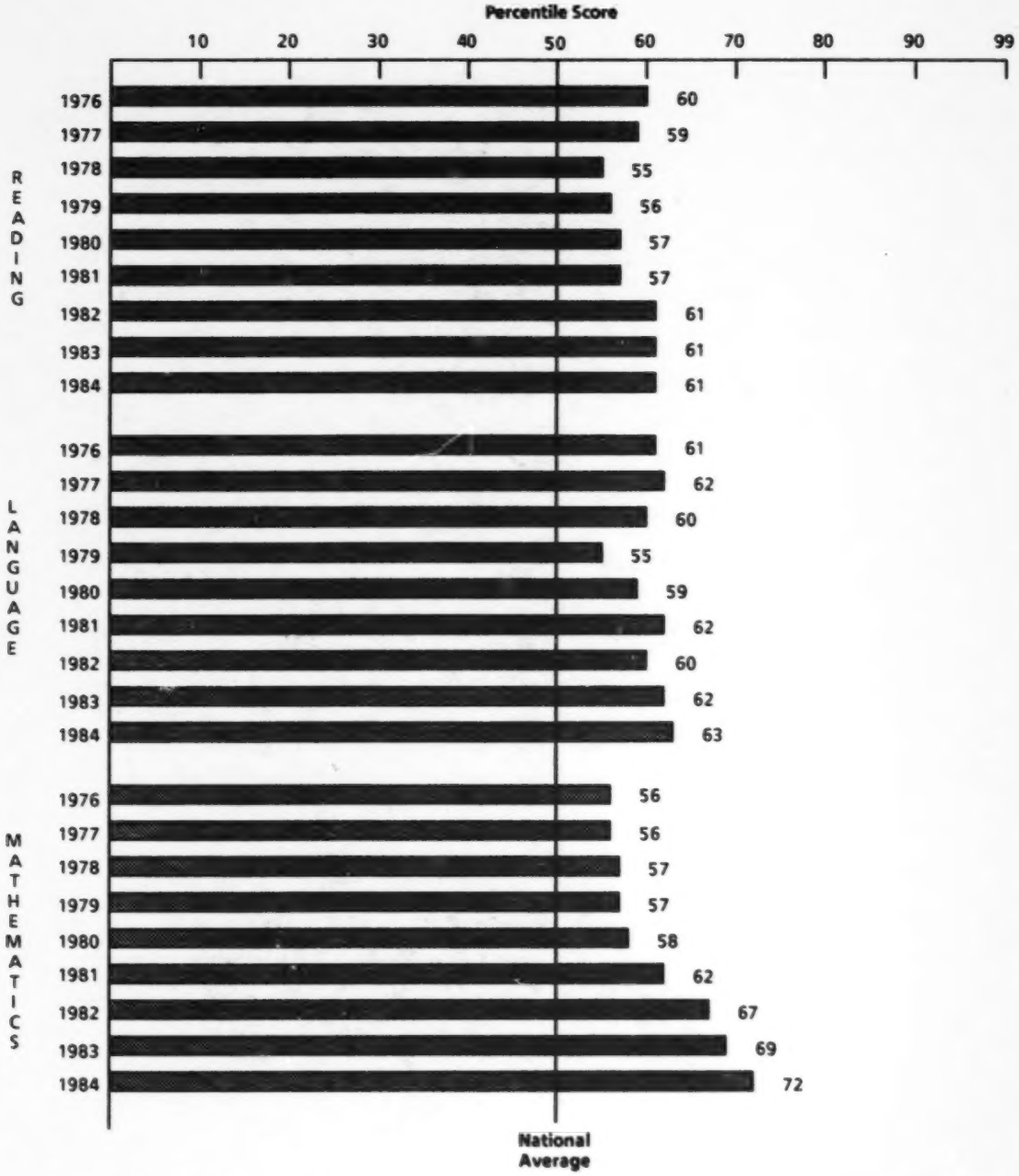
## Comparison of the Wisconsin Eleventh/Twelfth Grade Scores to the National Average on the Comprehensive Tests of Basic Skills 1976–1984*




* From 1976-1980, twelfth graders were tested. Beginning in 1981, eleventh graders were given the CTBS. The 1981-1984 results shown are for the eleventh grade sample.

Scores of eleventh/twelfth graders over the nine-year period ranged from the 55th to the 61st percentile in reading, the 55th to the 63rd percentile in language, and the 56th to the 72nd percentile in mathematics.



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# APPENDICES

1. WRITING EXERCISES

2. PRIMARY TRAIT SCORING GUIDES

3. EXAMPLES OF "1" AND "8" HOLISTIC ANCHOR POINTS



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## WRITING EXERCISES

**Narrative exercise for grades 5, 8, and 11. This was an "impromptu" assignment—written in one session.**

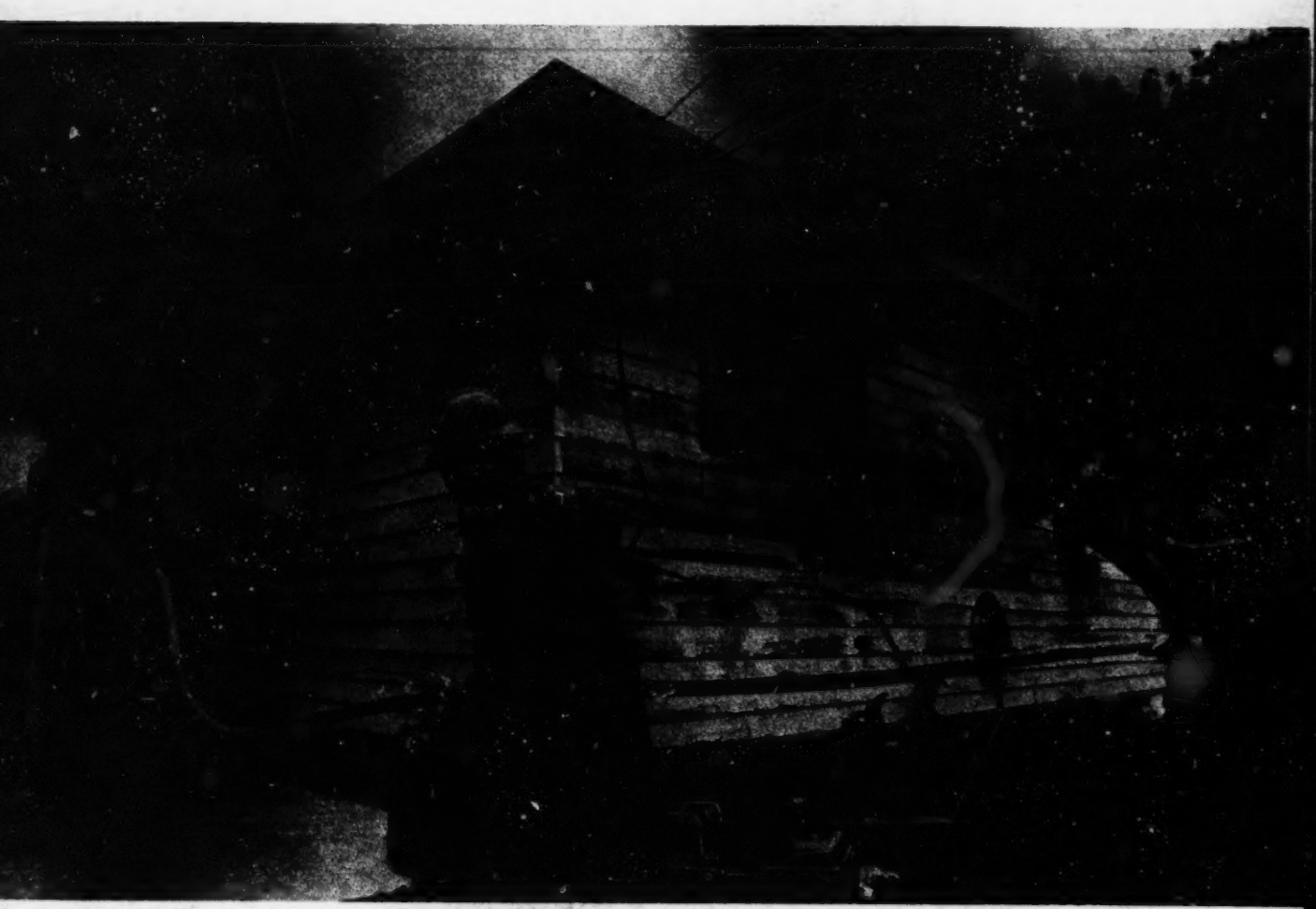
TEST DIRECTIONS:

Look at the picture on the opposite page. Think about what the picture can tell you. Write a story that a friend might enjoy reading. Using details, tell what has happened, what is happening and what will happen.

You may use the space on the next page for notes or an outline. Begin writing your story on page 9. Three pages are provided for your story. Use as many as you need. There is no length limit.

Work quietly. When you finish your story, close your test booklet, and read or work on something else.

Are there any questions?





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Science Report for grades 5 and 8. This assignment was written in two sessions: one for a "rough" draft, one for a "final" copy.

**Rough Draft Instructions**

TEST DIRECTIONS:

One of the things you do in school is to write for science, social studies and other subjects. Imagine you are going to write a report for your science class. This will be an informative report, not a story.

In the box below are some facts about the moon. You may use these facts in this report. You do not have to use all the facts listed. You may use other facts that you remember about the moon from school, television or other experiences. This is a writing test, not a science test.

FACTS ABOUT THE MOON

| | |
|---|---|
| no drinking water | made of rock |
| no plant or animal life | mountains and plains |
| no air to breathe | contains craters |
| no storms | covered with dust |
| no active volcanoes | cold on the dark side |
| low gravity | hot on the light side |

On the following pages, write a rough draft of your MOON REPORT. Make your writing interesting. Be sure to report the facts in a clear and orderly way.

There is no length limit. You do not have to use all of the pages provided. Use as many pages as you need. Work quietly. When you finish your rough draft, close your test booklet, and read or work on something else.

Are there any questions? Now begin to write your rough draft.



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## Final Copy Instructions

First, be sure you have your own test booklet and yellow rough draft.

Find the number on the front cover of this booklet. Copy the number in the space provided on the front cover of your yellow rough draft.

Today, you may revise and edit the rough draft of your MOON REPORT. You may want to change your report by:

re-organizing

adding details

developing ideas

Dictionaries are available if you need them.
No other reference materials are permitted.

When your revisions are complete, write a final clean copy in this booklet. If you have a pen, please use it. Pencils are also acceptable. Even if you do not revise your MOON REPORT, you MUST make a final copy in this booklet.

Both the yellow rough drafts and final copies will be collected at the end of this period.

Do you have any questions?

Now begin revising and using your yellow rough draft to write your final copy on the following pages of this booklet. Do your best writing. If you make an error, cross it out and keep writing.

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Persuasive Essay for grade 11. This assignment was written in two sessions: one for a "rough" draft, one for a "final" copy.

**Rough Draft Instructions**

TEST DIRECTIONS:

Your school board needs your help. In a carefully written essay for presentation to your school board, suggest one change which you would like to see in your school. Persuade the board that this change will make a significant improvement in your school.

There is no length limit. Use as many pages as you need.

Are there any questions?

Begin writing your rough draft on the next page.

## Final Copy Instructions

First, be sure you have your own test booklet and yellow rough draft.

Find the number on the front cover of this booklet. Copy the number in the space provided on the front cover of your yellow booklet.

Today, you may revise and edit the rough draft of your persuasive essay. Take time to:

re-organize paragraphs

provide transitions

develop ideas

clarify meanings

add supporting details

Dictionaries are available if you need them.
No other reference materials are permitted.

When your revisions are complete, write a final clean copy in this booklet. If you have a pen, please use it. Pencils are also acceptable. Even if you do not revise your PERSUASIVE ESSAY, you MUST make a final copy in this booklet.

Both the yellow rough drafts and final copies will be collected at the end of this period.

Do you have any questions?

Now begin revising and using your yellow rough draft to write your final copy on the following pages of this booklet. Do your best writing. If you make an error, cross it out and keep writing.

SCORING GUIDE CATEGORIES
FIRE NARRATIVE
Grades 5, 8, and 11

CONSTRUCTING AN ELABORATED NARRATIVE

0 = NO RESPONSE
These papers are blank pages.

1 = NOT A NARRATIVE OR A NARRATIVE THAT CANNOT BE FOLLOWED
There are two categories of "1" papers:

a) those which fail to construct a narrative because they are too brief;

b) those which construct a narrative that cannot be followed because of serious syntactic, mechanical, or graphic problems, or a combination of these.

2 = A BARE OR CONFUSING NARRATIVE
There are two categories of "2" papers:

a) those which construct a narrative in a skeletal way, with little or no elaboration (few, if any, details that alter a reader's sense of a skeletal sequencing of events: e.g., this happened, then this, then this).

b) those which so jumble details and events that the narrative is very confusing.

3 = AN ELABORATED NARRATIVE
These papers construct a narrative that somewhat elaborates the sequence of events in a way that lessens a reader's sense of the skeletal nature of that sequence: in other words, these papers "tell a story".
In these papers there may be <u>some</u> confusion, but in general the story is easy to follow.

4 = A FULLY ELABORATED NARRATIVE THAT IS NOT INCONSISTENT WITH THE PICTURED STIMULUS
These papers construct a narrative in which the elaboration and the sequence of events are so interconnected that the reader is carried forward through the piece of writing as much by the elaboration as by the sequence of events: in other words, these papers tell "an elaborate story".
<u>In addition</u>, these papers make use of the pictured stimulus so that the elaborate story they tell is not inconsistent with the picture. ("3", "2", and "1" papers may be inconsistent with the picture.)

T = REFUSAL TO ENGAGE ASSIGNMENT
Respondents may explicitly refuse to attempt the assignment (for example: "I'm not going to do this assignment").
Respondents may implicitly refuse to attempt the assignment by writing such things as "I don't know" or by doing nothing more than copying the assignment.

W = UNRELATED TO THE AIM OF ASSIGNMENT
These papers are about fires but are <u>not stories</u> (for example, reports on fire safety).

X = ILLEGIBLE
The quality of handwriting makes these responses impossible to read.

Y = NOT DETERMINABLE
Letter forms and/or word forms are recognizable, but the content of these responses cannot be determined.

Z = UNRELATED TO THE AIM AND SUBJECT MATTER OF ASSIGNMENT
These responses are <u>not stories, nor do they involve a fire</u>.

SCORING GUIDE CATEGORIES
MOON REPORT
Grades 5 and 8

GIVING INFORMATION BY ORDERING DETAILS AND FACTS

0 = NO RESPONSE
These papers are blank pages.

1= RANDOM ORDERING OF DETAIL.
Respondents attempt to fulfill the task of writing a moon report.
These papers tend to be brief and disjointed.
Facts and ideas are randomly presented.
These papers may offer bits of related information, but their dominant tendency is to list facts randomly. There is little if any evidence that an attempt has been made to order details and facts.

2 = SOME ORDERING OF DETAIL
Respondents show some signs of attempting to logically relate and organize the facts they present. This means that facts are sometimes paired together but these pairs themselves are seldom if ever interconnected.
The ideas in these papers also seem to move abruptly from one to another.

3 = ORDERING OF DETAIL WITHOUT OVERALL UNITY
Respondents logically relate and organize facts: in other words, the respondents have created paragraphs, collections of many interconnected facts and ideas.
Even though there are paragraphs, there is no overall unity. This means that the paragraphs themselves are not interconnected. There is no clear overall plan, no scheme or principle which the respondent uses to bind the paragraphs together.

4 = SYSTEMATIC ORDERING OF DETAIL WITH OVERALL UNITY
These papers logically order facts and ideas so as to produce a coherent, unified piece of writing. This means that the paragraphs themselves are interconnected.
The selection and ordering of facts and ideas is planned on a clear overall scheme or principle of unity. For example, a historical perspective describing people's changing attitude toward the moon across time could be used. Thematic approaches, such as a hypothetical trip to the moon, a report about astronauts, or a contrast between past and present could also be used as unifying principles.

Note: This scoring guide uses the term "paragraph" in a special way. Many people think of paragraphing as identing and of paragraphs as the writing between two such indentations. In this sense, paragraphs are

surface features of the writing. But "paragraph" may also be used in a logical sense, may be used to refer to unified collections of statements. A piece of writing, therefore, might have no surface paragraphs and yet have several paragraphs in this logical sense. Conversely, a piece of writing might have many surface paragraphs and few if any paragraphs in the logical sense. In this scoring guide, the term "paragraphs" refers ONLY to paragraphs in the logical sense.

T = REFUSAL TO ENGAGE ASSIGNMENT
Respondents may explicitly refuse to attempt the assignment (for example: I'm not going to do this assignment").
Respondents may implicitly refuse to attempt the assignment by writing such things as "I don't know" or by doing nothing more than copying the assignment.

W = UNRELATED TO THE AIM OF THE ASSIGNMENT
These papers involve the moon, but they are not basically concerned with writing an informative report about the moon.

X = ILLEGIBLE
The quality of handwriting makes these responses impossible to read.

Y = NOT DETERMINABLE
Letter forms and/or word forms are recognizable, but the content of these responses cannot be determined.

Z = UNRELATED TO THE SUBJECT MATTER OF ASSIGNMENT
These responses are informative reports but are not about the moon.

SCORING GUIDE CATEGORIES
PERSUASIVE ESSAY
Grade 11

PERSUASION THROUGH THE SELECTION OF A COURSE OF ACTION AND THE ELABORATION OF REASONS FOR CHOOSING THAT COURSE OF ACTION

0 = NO RESPONSE
These papers are blank pages.

1 = DOES NOT SUGGEST A CHANGE
Some of these papers write about the school but do not concern themselves with suggesting a change or with pointing out something that should be improved. An example of this would be a paper that describes the school building but doesn't suggest that a change would improve it.
Other papers are simply statements of dissatisfaction.

2 = SUGGESTS A CHANGE, BUT THE REASONS FOR THAT CHANGE ARE EITHER ABSENT OR POORLY DEVELOPED
Some of these papers suggest a change or even a list of changes but fail to give any reasons why a change should be made.
Other papers suggest a change or even a list of changes but give only sketchy, poorly developed reasons why a change should be made.

3 = SUGGESTS A CHANGE, AND THE REASONS FOR THAT CHANGE ARE ADEQUATELY DEVELOPED
These papers suggest a change and tell why the change should be made. Some papers will offer many reasons; others will offer a single reason which is adequately developed. The papers which offer many reasons do not interconnect these reasons.

4 = SUGGESTS A CHANGE, AND THE REASONS FOR THAT CHANGE ARE SYSTEMATICALLY DEVELOPED
These papers suggest a change and tell why the change should be made. These papers are characterized by either developing a single reason systematically or by developing several reasons systematically (in other words, the reasons are interconnected rather than being just a list).

T = REFUSAL TO ENGAGE ASSIGNMENT
Respondents may explicitly refuse to attempt the assignment (for example: "I'm not going to do this assignment").
Respondents may implicitly refuse to attempt the assignment by writing such things as "I don't know" or by doing nothing more than copying the assignment.

X = ILLEGIBLE
The quality of handwriting makes these responses impossible to read.

Y = NOT DETERMINABLE
Letter forms and/or word forms are recognizable, but the content of these responses cannot be determined.

Z = UNRELATED TO THE SUBJECT MATTER OF ASSIGNMENT
Some responses have nothing whatever to do with the assignment. An example of this kind of "Z" paper would be one which presents a story about two children fishing.
Other responses are related to the task of suggesting changes and pointing out something that needs improving, but the suggestions have nothing to do with the school.

SCORING GUIDE CATEGORIES
JOB APPLICATION LETTER
Grade 11

SUPPLYING PERTINENT INFORMATION IN A BUSINESS LETTER FORMAT

0 = NO RESPONSE
These papers are blank pages.

1 SOME RESPONSE RELATED TO THE TOPIC
Some of these papers may apply for the job mentioned in the ad and may give the writer's qualifications for the job, but they do not provide information which would allow the person running the ad to get in touch with the writer. In other words, they leave out some crucial piece of information such as the writer's name or address.
Other papers provide the information that would allow the person running the ad to get in touch with the writer, but they do not provide any other information or they provide information that has nothing at all to do with the job advertised.

2 = MINIMAL RESPONSE
These papers indicate that the writer is responding to the ad and is applying for a job in the clothing store.
These papers also give the name of the writer and a partial address or a partial phone number, information that makes it somewhat possible for the person running the ad to get in touch with the writer. A "partial address" means the city and state are identified. A "partial phone number" means a seven digit number; neither an area code nor a city name is provided.

3 = ACCEPTABLE RESPONSE
These papers indicate that the writer is responding to the ad and is applying for a job in the clothing store.
These papers also mention one reason why the writer is qualified for the job.
Further, these papers give the writer's name and the writer's full address or the writer's full telephone number, information that makes it likely that the person running the ad can get in touch with the writer. "Full address" means the street or some reasonable substitute such as a box or rural route number, the city, and the state. "Full phone number" means a seven digit number and either an area code or a city name.

4 = COMPLETE RESPONSE
These papers have all the elements of a "3" paper and, in addition, include all the following features of a business letter:
(a) a formal salutation (such as "Dear Mr. Fried", "Dear Sir", "Mr. Fried"; information saluations such as "Hi" or "Hello" are not acceptable);


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4 = COMPLETE RESPONSE (continued)

(b) a recognizable body (with complete sentences and paragraphs properly marked);
(c) a closing (such as "Yours truly" or "Thank you");
(d) a signature (written or a name otherwise stated at the end of the letter).

(Other features of business letters, such as a date or an inside address, may be present but need not be.)

4* = COMPLETE RESPONSE WITH A STRONGER ATTEMPT TO ESTABLISH THE WRITER'S QUALIFICATIONS

These papers have all the elements of a "4" paper and in addition give more than one reason why the writer is qualified for the job or provide extensive information that makes the writer seem very qualified for the job.

T = REFUSAL TO ENGAGE ASSIGNMENT

Respondents may explicitly refuse to attempt the assignment (for example: "I'm not going to do this assignment").

Repondents may implicitly refuse to attempt the assignment by writing such things as "I don't know" or by doing nothing more than copying the assignment.

X = ILLEGIBLE

The quality of handwriting makes these responses impossible to read.

Y = NOT DETERMINABLE

Letter forms and/or word forms are recognizable, but the content of these responses cannot be determined.

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## EXAMPLES OF "1" and "8" HOLISTIC ANCHOR POINTS

GRADE 5
EXERCISE #1 (FIRE)

SCORE = 1

1 pargaph This is my house its on fire. The fire men came here and put the fire out. How it starded is my Brother John he was plaing with matches and Boy. My parnents where mad and that how the fire starded.
2 pargaph The fire starded in the summer. When it was very Hot Boy my grandma and grandpa and they where ready to take me home. And my mom & dad where in the barn. They did not know the hous was onfire.

SCORE = 8

One day the Donart family was sitting in the livingroom watching television. Then a comercial came on. So Mr. Donart got up, went in the kitchen, lit a cigarette and started smoking. Then he said to his wife, "Let's go for a ride in the car."

"Where?" asked Mrs. Donart.
"I don't know, just around."
"Okay then, just as long as we're not going to your mothers."
So Mr. Donart put down his cigarette, got the kids & went out to the car. Mrs. Donart followed right behind him.

Meanwhile, inside, Rex their dog was really acting up because he couldn't go with. He jumped up and knocked the ashtray off of the table onto the rug. A little fire started, but not enough so that people outside could see it. It got worse and worse. But it was too late, the Donarts' had already left.

Eddie Jonston, the paperboy was riding up their front sidewalk when he saw smoke coming out from under the door and he heard Rex barking. He went to the door and opened it. Rex came running out.

Eddie closed the door, got on his bike and went home. When he got there he ran in side and called the fire-department.

It was five minutes before the fire engines came roaring down the street. The firemen got everything ready and started shooting water at the house. Luckily the fire wasn't that bad and it only took 20 minutes to get it out.

Fireman Brown went inside to see what started the fire. He found a cigarette sitting on the rug next to the ashtray.

Fireman Jones came in and put the cigarette into a bag and brought it back outside.

The Donarts pulled up into their driveway. They got out of their car with their mouths wide open.

Fireman Jones told them the whole story. Then afterwards Mr. and Mrs. Donart went over to Eddie and gave a ten dollar bill for saving their home and for saving Rex, their dog.

The End

GRADE 5
EXERCISE #2 (MOON)

SCORE = 1

One Day I thot what it would be like to go the moon a friend of mine would like to go to the moon. She said it would problee be fun and do you know what her name is Wynette we could play ball and the ball would problee come right back that would be something. The gravity would problee send the ball right back it would be cool if the woul earth was like that.

The End

SCORE = 8

The Moon

The moon is a satellite of the earth. It travels around and around us. The moon is 240,000 miles away. Is the closest neigbor to the earth.

The Apollo 8 was one of the first spacecraft to circle the moom. So they could see the other side. From earth we could only see one side. The Apollo 8 circled the moon 10 times about 60 miles above the moon This all happened in 1968.

Before the Apollo 8 went up with men in it. The Range 1 went around the moon and just took pictures.

The Apollo 11 was one of the first spacecrafts to land on the moon in 1969. Neal Armstrong was the first man to walk on the moon.

On the moon it has two weaks of day time the temperature is 250°f above 0° The other two weaks its nighttime then the lemperature is 215°f below 0°.

On the moon there are craters. Craters are holes in the moon. Some could be a few feet deep and some could be 50 feet deep. There are many diffenent sizes. Some people thought the moon looked like a old ladies face. Others thought the saw a man.

There are also fases Fases are the diffent sizes of the moon. The order is old cresent to the 3rd quather to the full moon then to the 1st quather then lo the new moon. And then repeats and repeats. Some people thinh that a full moon is bad luck but it isn't true.

The moon has no water, air, and clouds. There are mountains and plains. They are named after some of our mountains. There is not any animals on the moon.

There is also less gravity on the moon then the earth. A boy who would weigh 90 pounds on earth would only weigh 15 pounds on the moon. I would only weigh 11.5 pounds on the moon.

The moon may look big but it isn't. You could fit 50 moons in the earth and 50,000 moons in the sun. The moon gets all it's light from the moon.

GRADE 8
EXERCISE #1 (FIRE)

SCORE = 1

July 15, 1981 a rash of fires have hit the city of Madison in the past two weeks three houses have been gutted out. In the latest fire three people were killed and one person injured.

July 17, 1981 two housefires broke out and killed five people and injured two.

July 21, 1981 a small boy was caught setting a house on fire the hearing will be held on Monday.

SCORE = 8

I was laying face down in the back of a police car. All I could think about was what I had just done.

It was the Saturday before when I had first met the man in the brown overcoat with the matching hat. He had come up to me and offerd me a large some of money to burn down an old house. He said that it was abandoned and that the only reason he wanted it burned down was because he had run into a streak of bad luck. And he needed money.

So why should I have questioned him. So like a fool I excepted his offer.

On the following Saturday I got into my car and drove to the house.

When I got there I couldn't belive he wanted it done. It was such a nice house.

The mane had told me to go to the back of the house to enter.

When I opened the door I could see why he had paid me only half of the total amount we had agreed on. He had said not to take anything because then they might expect arrson.

After all this was over I was suposed to met him where we had agreed on the deal. And he would pay me the other half.

I went to the kitchen and found the garbage can.

I had never done anything like this before. So I wasn't quit sure of where to start the fire.

As I tipped the garbage can over, I struck a match and tried to light some of the papers. They caught very quickly. I set them so they would catch the wall on fire. As I was walking out the kitchen door I noticed the stove was gas. I figured that it was as go_ _ as anyway to burn this plase. I turned on all the burners and the oven.

As I was hurring out out the door I heard a voice. "Mom, mom is that you I turned and saw a little boy.

I was trying to think fast. Schould I shut of the stoves. No there wasn't time.

I took three steps and grabed the boy. I knew that everything was going to blow.

I was running as fast as I could. I ran through the srean door. the boy was holding on around my neck.

I had taken about five steps outside when I heard this bang. The boy was in front of me when I felt something hit me hard on the back of the head.

The next thing I knew I was telling this to a police officer. After I was done he had put me in the car.

GRADE 8
EXERCISE #2 (MOON)

SCORE = 1

did you know the moon doesnt have gravity so drinking water and storm their isn't any animal or plants no air to breathe low of gravity or no active volcanoes it made of rock covered with dust contains creaters theirs Mountains and plain it cold on the dark side Hot on the light side

SCORE = 8

At night when you stare into the sky, you usually see a bright white ball floating above. this is the moon. The moon serves many purposes. Its light is admired by many romantics, while progressing scientists are busy at exploring its possibilities. I am going to try to give you a simple understanding of the moon, its features, and uses in the following report.

the surface of the moon is very odd in comparison with the Earth. There are many non-volcanic mountains with wide depressions around their openings called craters. There are vast plains, dry and dusty which surround the mountainous areas. There is no plant or animal life for there is no water for the plants to flourish, and without plants there cannot be any oxygen. no animal life could take place in an area such as this. The moon, as a whole consists of heavy rock, unlike the myth proclaiming that it is made of green cheese.

The moon has two sections a dark section and a light. The dark section is very cold because sunlight is unable to reach it. The light side is hot, for this is the area that reflects the sun's beams.

It takes the moon about 28 days to revolve around the Earth. During this period, we view the moon in many forms. Sometimes it looks like a slender crescent, this is called a new moon. On other nights it may grow to a half circle, which is called a half moon. The other two forms are a full circle which is a full moon and later on it grows smaller into what is called the old moon. All of the moon's shape changes occur in a cycle.

I'm sure all of you remember the moon the most by the famous flight of three astronauts to the moon in 1969. This was a major accomplishment for we Americans and will go down in history as one of our great achievements.

As you can see in what I have mentioned the moon has many strange characteristics. Because of this the curiosity in scientists and astronomers has opened. They all want to know more about the moon and if in any way that it could assist us in the future.

I hope I have shown you all the major facts about the moon and its uses for today and tomorrow.

GRADE 11
EXERCISE #1 (FIRE)

SCORE = 1

At about 4:00 P.M. today a friend of My Mother's house kout on fire. It was about 4:00 and I think they were cooking the supper meal, and the phone rang. The mother ansner the phone and wanted some pivateicy so she went in the next room. The kid of the faimly were playing in the kitchen when the fire started. One of the kids was about Seven and the other about four. The Seven year old tried to put it out but knock over the pan which made the fire speard. By the way it was a greese fire they were cooking some pork chops or something. Any how some of the greese got on the four year old arm, and burned it petty bad. The mother was still talking while these was going on. She heard the kid sceaming and came out to fined a big suprizes. Then she grab the two kids and ran out of the house. The fire was to big to stop. She ran to the next store neighbor and called the fire dept. and about five min. later they were there.

SCORE = 8 TITLE

Terry Wendall turned the channel on the television from his bed (He had a remote control.) His bed was littered with magazines, food wrappers and runpled blankets. He comfortably laid within this pile of garbage.

Terry's mother, Wilma, appeared at the door with her husband, Montgomery. She whispered to him.

"Look at him. He's entranced by that box." She began to whimper "Oh, Monty, we have to stop this madness!" She let out a loud sob.

Terry looked up at his father and bereaved mother then he went back to the TV.

"Hey mom, "Psycho" is on. You should watch it. Janet Leigh. John Gavin. Anthony Perkins. All sorts of people." Terry talked as he stared at the screen. "Look!" he screamed. His parents jumped. "There's Alfred Hitchcock! Right outside the real estate office!"

Montgomery and Wilma retreated from the doorway and held each other as they walked to the living room.

"I'm going to do it, Wilma! I will! I will not be stopped this time!" Montgomery pounded his fist into his knee and rushed into Terry's room once again. He walked in between Terry and the TV. Terry's eyes took a second to re-focus.

"Gee, dad, what are you doing?" he whimpered.

Montgomery didn't answer. He just unplugged the TV and threw it out the window, where it fell and was dashed to bits on the patio below.

Terry began to cry.

* * *

After Terry was released from the mental hospital six months later, he had a new passion: Italian food.

He cooked it noon and night and it was beginning to drive his parents just a crazy as before. Finally, as Terry was preparing lasagna one night, his father arrived home with a package. It was a new TV.

"Oh my God!" Terry said startled. He fell backwards slightly and hit the knob on the oven. The burners were put on the maximun temparature.

Terry grabbed the box, set it on the oven, took the TV out, and ran for his room.

Montgomery went to kiss his wife in the bedroom. "Maybe he won't be so obsessed with it since it was gone for a while," Montgomery said.

"You think we should let him watch it all tonight, honey?" Wilma asked.

"Why not? It's his first night!" They went to bed and fell asleep in each others' arms.

Mrs. Faust, the woman next door, first noticed the fire. She called the fire department.

Ten minutes later, the firemen arrived and easily rescued Montgomery and Wilma Wendall.

Terry was another story. He had to be dragged away from "The Bride of Frankenstein." He yelled, screamed, and kicked the firemen.

He thought they were going to take his TV away again.

GRADE 11
EXERCISE #2 (PERSUASIVE)

SCORE = 1

That real one of the thing I do the like about [redacted].

If some of the teacher would stop spending most of there time help the student that they like best. And start helping the other do there it would be better.

If this teacher she never come help me, And some of my friend that sit at the same table that I set at. So I thing they should do something about that because we never get finnish with what we be trying to make. If we don do it, we going to get a 72 card, or change our class. But the one they help aways get finnish And never get a suspend or change there class. The teacher do there work for them. When they suppost to there self. I could see if we were keeping up noise or talking back at her.

SCORE = 8

Many people feel that sports should not be an integral part of the public school system, and in this year of extensive budget cuts, sports programs are steadily deteriorating. Of course, education is the main purpose of public schools -- but what do we mean when we say education? If education consists of learning facts such as how to do logarithms, identify gerunds, and balance chemical equations, then perhaps sports should be eliminated from schools. However, if education consists of learning to become a good citizen, then social interaction, discipline, life-long health habits and a good self-image must be developed in students. Sports in the schools teach ideas that are necessary throughout life; therefore, sports should remain an integral part of the school system.

By participating in sports, interaction and cooperation with other people is learned. Students participating together in a sport develop

strong friendships. They learn to listen to each other, to help each other with problems, and offer constructive criticism to help each other both in their sport and in life. By developing the ability to interact with classmates, students will be better able to interact with other citizens in the job world and in family life.

Some people uphold that sprots are a bad influence on schoolwork --that grueling hours of practice drain student's thinking ability. On the contrary, sport participation teaches the discipline necessary to concentrate on school work. Because so much time is spent in practice, the athlete must discipline himelf to use extra time efficiently. Also, "all work and no play makes Jack a dull boy", as the saying goes. It is true that people who have some kind of "playing" in their life are not as uptight and mentally wrought up. Rather than draining thinking ability and delaying homework, sports participation teaches efficient time use and relieves tensions.

Habits that are held throughout life are formed in the school years. If a student grows up with a daily physical regimen, he will most likely carry it over into his adult life. Such a regimen generally creates a healthier, happier citizen, who will be more devoted to his family, more capable on his job and will spend fewer non-productive hours due to illness.

Finally, the pride and faith in one self that is gained through sports is irrevocable. By participating in sports one gains a certain pride in his sport and his team mates. This pride rubs off on every team member producing a good self-image for everyone included.

Because of the benefits of sports participation, sports should remain strong in school systems. Health, social interaction, disciplining oneself, and self-image are necessary for good citizens. As the Latin Orator Cicero said, "Mens sano in corpore sano" -- a sound mind in a sound body. Our schools must continue to build sound bodies if we wish to have a society of intellectually sound people.